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intergroup relations	research opportunities	community attitudes											
desegregation	civil rights												
research	prejudice												
7. ABSTRACT (MAX. 250 WORDS)													

The survey for research was accomplished by a research census.

Over 90% of the projects abstracted deal with problematic relations among major groups in our society. A smaller number focuses on problems of minority ethnic group relationships. The general categories are listed under subheadings as either Completed, Ongoing or Contemplated. The major categories are: prejudice, minorities, society and behavior patterns, law, and suggestions for future research.

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RESEARCH

BULLETIN

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INTERGROUP

RELATIONS

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RELATIONS

Bennett O. Stalvey

THE FORMAT OF THIS ISSUE

In planning this *Research Bulletin* we have attempted to incorporate the most effective organizational techniques used in previous years. All abstracts have been placed under the topical headings that seem most appropriate. Within each general category they have then been listed under the subheadings—Completed, Ongoing and Contemplated.

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Each topical category concludes with a listing of additional studies on which we have received insufficient data.

We are following the established practice of presenting material in the investigator's own words whenever possible and editing lengthy reports. In every instance, the name and address of the researcher(s) is offered and readers are encouraged to contact the person directly for elaboration and clarification and for completed reports when available.

RESEARCH BULLETIN ON INTERGROUP RELATIONS

Committee on Desegregation and Integration
Society for the Psychological Study of Social Issues
Division 9 of the American Psychological Association

Committee on Intergroup Relations
Society for the Study of Social Problems
Affiliated with the American Sociological Association

Phi Delta Kappa—The Professional
Society of Men in Education

*In Cooperation with the
Anti-Defamation League of B'nai B'rith*

Edited by Leon Sinder, Long Island University
with the editorial assistance of Arthur Wright

PREFACE

In such disciplines as sociology, anthropology, social psychology and psychology, the amount of annual research is staggering. It is extremely difficult to keep up with the myriad books and journals of any one discipline; it is virtually impossible to do so on a cross-discipline basis. To further complicate the issue, each discipline has tended to become more and more fragmented, creating a series of internal sub-disciplines. These are often in conflict with the mother discipline and sister sub-disciplines. This fragmentation has become anathema to holistic research. Specific research runs the danger of losing contact with the realities of related subject areas which may, in a broader context, invalidate the answers which were cogent in the narrower sense.

In her recent book, *Toward a Science of Mankind*, Laura Thompson pleads for a return to the unified approach to the study of man to replace the internal disagreement—the renaissance approach vs. the growth of specialization. But even to the generalizing scientist, there inevitably must arise the question of what to do when the external world demands particular data.

The real dilemma is posed by the all-too-obvious fact that social scientists operate in a cultural milieu composed of personal values as well as scientific ones. Thus, the social scientist often chooses for his focus a research area that has deeper and more personal meaning for him than the mere attempt to elucidate data or answers to specific questions. Anthropologists, in the early phases of the science, were often justly accused of "falling in love with their tribe." Sociologists and psychologists are not immune to this sort of affectionate attachment for a particular group or problem.

It is to be hoped that an objective choice does not become clouded by subjectivity. Social scientists, like other scientists, can become enthusiastic as well as dedicated to the area of their research. However, there is always the danger that the research to which one becomes committed may no longer be needed, or valid, when it is completed. Problem areas, particularly in intergroup relations, are subject to the accelerated pace of social change and are, therefore, often self-dissolving (at least insofar as empirical findings have a bearing on social action). And, of course, even necessary research projects may become duplicative in nature.

Though the results of duplicated research usually substantiate each other, attesting to the objective nature of the inquiries and adding authority to the

conclusions drawn from the data, they would appear to be needless restatements. This statement will probably raise a whole panoply of heated rejoinders, though the charge is not made to deprecate the value of any single research project or researcher, but to cast some light on the problem of research in general.

Without constant interchange, both personal and academic, work *must* become duplicative. In order for academic research to build upon prior assessments, abstracts of completed material and plans for future projects must be made available to those who are contemplating work in the same general direction. Indeed, the best device for expediting results would be a continual dialogue between specialists within the discipline and, if possible, with all who are interested. However, as much as the dialogue is to be desired, the continued growth of problem areas in the various subject disciplines makes this a remote possibility. Therefore, a research journal such as this, devoted to culling completed, ongoing, and contemplated projects in the field of intergroup relations, becomes a vital tool in promoting communication within and among the disciplines. This bulletin must not be only a reportorial organ. It must also serve as a directional one aimed at stimulating work in those areas in which additional research is needed.

It is also hoped that this *Research Bulletin* will aid the social scientist in overcoming another obstacle to his work: that of geographic distance complicated by linguistic nuances and cultural variations. The social scientist who wishes to benefit from the research of others and also avoid duplication, will want to be informed of the research in process in other parts of his own country as well as in other parts of the world. The scholarly works of such "giants" as Durkheim, Malinowski, Mannheim, Ortega y Gasset and Croce have been available in translation for a long time. Also among the methodological tools of any competent social scientist are the works of Kroeber, Kluckhohn, Sullivan, Myrdal, Sapir and Sorokin. The question immediately arises, however, "what of the present research projects of the younger scholars in the social sciences?" How close can we stay to all the problems of our own country and still be aware of race relations in Brazil, minority group problems in Japan, psychological research on child development in Germany? What light do the results of research in these problem areas have to cast upon similar areas in our own society? The questions are legion, but they all boil down to the prob-

lem mentioned before—the probability of duplicating efforts due to lack of contact.

Intergroup relations involve the academic community in non-academic pursuits. Researchers often find themselves members of a police department team, a housing bureau or a government agency concerned with a series of "fair practices." As functioning members of a team effort, the purpose of which is to alleviate pressures caused by intergroup conflicts, they are both subjects and objects of their own study. The applied worker's interest, however, does not mean that longer range and more meaningful techniques cannot be developed. On the contrary, as some of the studies in this issue of the *Bulletin* will show, ideas applicable to other research interests are frequently pertinent. In fact, the previous editor, Dr. Peter I. Rose, pointed out in 1963 that there has been increased interest and participation of groups whose primary interests are within the community and outside the confines of the university. This interest has continued and accelerated with this year's *Research Bulletin*.

Via synthesis and brief editorial comment, this year's *Bulletin* will attempt to aid the transmission of research project data within our own society, and between our society and other areas of the

world. Through the use of questionnaires, we will try to involve more and more of the world's social scientists in the dialogue that is necessary to keep us all above the growing, enveloping mass of sheer research data.

I have been aided in my editorial efforts by Arthur Wright, Professor of Sociology, and Mrs. Bea Glazer of Long Island University. The coordination and administration of so much of the actual labor of production is in the capable hands of Oscar Cohen and Dr. Morton J. Sobel of the Anti-Defamation League.

Finally, I wish to express my thanks to Dr. Peter I. Rose, the former editor, for turning over a going concern. This *Bulletin* has grown to its present size and has received the impetus to continue growing largely due to his skill and dedication.

Leon Sinder, *Editor*

Fulbright Professor of Anthropology
Chung-ang University
Seoul, Korea

Chairman:
Department of Sociology and Anthropology
Long Island University
New York City

INTRODUCTION

The responses to the 1963-64 census ranged in length from a terse sentence to detailed, booklet-length papers. About 85 per cent of the 393 summaries of research papers consisted of three parts: a) statement of the problem, b) methodology, c) results or findings. The other 15 per cent represented single paragraphs or sentences descriptive of the problem without detail either as to methodological tools or findings. We also received 358 names of individuals involved with, or interested in, the field of intergroup relations research.

Every section of the country is represented by papers and there are several from abroad. This bodes well for an international effort to be launched in a future issue of the *Bulletin*.

The responses were mainly from individuals professionally involved with research in a highly structured framework—either a university or some social action organization. Universities greatly overshadowed all other respondents numerically, although detailed, lengthy papers were most often included with responses from agencies, such as state civil rights commissions. The majority of papers from university respondents came from Sociology and/or Anthropology departments. Among the other departments represented are Speech, Political Science, Psychology and Business Administration.

The vast majority of papers, over 90 per cent, deal with problematic relations between major groups in our society, e.g., Negro-white relationships within the general framework of educational, legal or housing problems. A surprising number of papers, however, focus on problems of minority ethnic group relationships to the whole of America (which would include both white and Negro groups). These papers involve Mexican-American and Indian-American problems—areas which have long warranted greater exploration.

Almost all of the studies are either ongoing or completed. Less than 10 per cent are within the area of contemplated subjects. Many of these seem to be projected Ph.D. dissertation topics waiting for approval by committees in various universities. Other

studies, as indicated by their authors, have been published as books or are in the process of being printed. A sizeable minority of respondents have more than one research project in the works.

There are a number of projects by two or more collaborators; but, considering the size of the responding group, these represent a tiny minority. This is regrettable when we note that some of the research—even to the titles of the projects—is continuing along parallel lines.

The papers, with rare exception, indicate interest areas that include the research under way, but are broader than the present scope of any one work. This is a meaningful indication that problems within the field of intergroup relations, other than those now being explored, will receive attention in the future.

Only two papers out of 393 were critical of the questionnaire itself. One extremely caustic one told us, "to learn how to make up a questionnaire"; the other, "why not include the 'radical left'—are you prejudiced?" Many of the other respondents were, however, so interested in the *Bulletin* and its possible long range impact on the field, that they volunteered information that had not been asked for on the questionnaire. Some of this additional information proved to be of tremendous value.

There is no need to summarize the tone of the 393 papers even if it were possible to do so. One central quality, however, seemed to emerge from the papers—an over-riding honesty in research methodology on the part of the individuals involved. Only three or four researchers seemed to have set up straw men for themselves with *a priori* conclusions that were to be "substantiated" by the research. The rest rang true as honest attempts at discerning social processes and finding answers to specific problems or needs. This is evident in all sections of the community of scholars represented. When we realize that many of the individuals were dealing with highly emotional issues, within the framework of either their physical or social community, this fact becomes even more significant. The choice of an area of study did not seem to reflect fear of external forces, pressures and local taboos.

PREJUDICE

COMPLETED

1. *Authoritarianism and Acceptance of Segregation*, Jack A. Shaffer, Department of Psychology, Humboldt State College, Arcata, California.

The author maintains that "the concept of the 'authoritarian personality' describes an individual who expresses aggression toward outgroups or minority groups. Such a person would be little concerned with the treatment of the Negro under conditions of segregation. A college football team was invited to participate in a post-season bowl game... in a Southern state. Negro members had to abide by local custom... Students were asked to vote whether or not the team should participate... under conditions of segregation for Negro team members... It was hypothesized that students voting for the team to participate... would obtain higher scores on the California F Scale than students voting against participation... The 73 students voting to accept the invitation achieved a mean F Scale score of 3.17, whereas the 66 students voting to reject the invitation achieved a score of 3.25."

2. *A Study of Social Distance in Ethnic Relations*, John and Dorothy Sinjem, Humboldt State College, Arcata, California.

The authors state, "the Bogardus Ethnic Distance Scale was administered to 100 subjects in Humboldt County, California. Compared to the findings obtained by Bogardus in 1956 with a national sample, the Humboldt County sample uniformly attributed less social distance to the 29 ethnic groups included on the ethnic distance scale. This finding may be influenced by the overall high educational level of our sample."

3. *Programmed Cases*, Charles Dailey, Research and Development in Education Training Corp., Kansas City, Missouri.

This study consisted of the "development of a programmed instruction approach to teaching people to take the role of others, i.e., development of a course in human understanding." The major hypothesis underlying the study is that "a person may be taught to base his conclusions about others upon evidence... through the use of a modified case history and role playing approach... Our method was

programmed instruction... The statistical findings indicate that this design produces a gradual but significant improvement in realism."

4. *Influence of Judges' Attitudes on Ratings of Favorableness of Statements About a Social Group*, Marisa Zavallone and Stuart Cook, New York University, New York, New York.

The object of this study is to explore "the possibility of using ratings of favorableness of statements about a social group as an indirect measure of raters' attitudes toward group." The authors conclude that their results confirm Hovland and Sherif's central hypothesis, that "ratings of unfavorableness of items are influenced by raters' attitudes." However, they require modification of three or more specific hypotheses advanced by these investigators which have to do with the fineness of discrimination made by the technique, the nature of the items that are most susceptible to displacement, and the patterns of displacement by S's at opposite extremes of the attitude continuum.

5. *An Attitude Scale on Accepting Negro Students*, Thomas H. Grafton, Department of Sociology, Mary Baldwin College, Staunton, Virginia.

Prof. Grafton's study used the "Thurston-type attitude scale on the question, 'How would I feel if I learned my college had accepted a Negro student?'" Methodology: An item scale value with median positions assigned by 100 judges on a scale of 0 to 10. Scores of groups were compared. There were eighty statements representing degrees of approval or disapproval. The findings stated: "The hypothesis that Southern students were more tolerant than border and non-Southern students combined was rejected at the .01 level of confidence. The null hypothesis that freshmen were more tolerant than older students was rejected at the .05 level of confidence."

6. *Community Response to Neo-Nazi Threat*, Morton Goldman and Leon H. Warshay, Departments of Psychology, Sociology, University of Kansas City, Kansas City, Missouri.

This study, by a professor of Psychology and a professor of Sociology, sought to expose the "interpretations, evaluations and organized responses to a

synagogue bombing, by selected groups and categories in Kansas City." The findings pointed out that: 1) "the community reacted more generally because of a threat to law and order than because it was anti-Semitism specifically"; 2) there was "no public statement made in support of the involved... there being universal condemnation"; 3) "attitudes of selected samples showed that sympathy increased... as education, class and broadness decreased... High anomie and authoritarianism were related to sympathy [for the involved]."

7. *Religion and Prejudice: A Factor Analytic Study*, Bernard Spilka and James F. Reynolds, Department of Psychology, University of Denver, Denver, Colorado.

This detailed study was an attempt to determine whether, among religious individuals, those who are prejudiced can be distinguished by different patterns of religious beliefs. The study "concentrated on God concepts... 200 Catholics... were surveyed. A variety of measured responses to God concepts were analyzed. There were attempts at determining 'prejudice' and 'social desirability' responses tendencies....

It was hypothesized that religious prejudiced persons might be distinguished from their religious unprejudiced counterparts by the patterns of God concepts they hold. It was expected that religious prejudiced persons would hold views of God as distant, impersonal, threatening, abstract and non-human in make-up. On the other hand, religious unprejudiced persons were hypothesized to hold views of God as warm, supportive, personal, close, benevolent and real in a tangible sense. The results were factored by means of the method of principal components and related to various criteria. The findings do tend to support the hypotheses."

This study is published.

8. *A Cross-Cultural Study of Social Distance*, Harry C. and Leigh M. Triandis, University of Illinois, Urbana, Illinois.

This study used some 78 Greek students and 91 Illinois College students rating 16 stimuli. "The stimuli were chosen according to a factorial design, which permitted the computation of the percentage of variance accounted for by race, religion, social class and nationality... The data suggest that nationality and religion were the two most important variables for the subjects in the Greek sample, and race and religion for the subjects in the American sample." It is not enough to say that cultural norms are operating in two cultures since the "rank order of correlation of .71 between the Greek and Ameri-

can subjects for the 16 stimuli suggests that norms of considerable generality within Western culture are also operating."

9. *The Measurement of Controversial Social Attitudes*, Claire Selltitz and Stuart Cook, New York University, New York, New York.

The authors hypothesized that most people are aware of the "ideal norms" of being unprejudiced and that responses to standard attitude inventories can easily be controlled in order to give a picture of oneself as unprejudiced. The authors go on to state that they "are trying to develop attitude measures that will be less susceptible to the influences of the above hypothesis."

10. *Anti-Semitism and Anti-Foreign Prejudice in Negro College Students*, Eugene B. Brody (others), The Psychiatric Institute, University of Maryland, School of Medicine, Baltimore, Maryland.

11. *Authoritarianism of the Political Right, Center, and Left*, Edwin N. Barker, Department of Psychology, Ohio State University, Columbus, Ohio.

ONGOING

12. *Religious Ideology—Change in America, 1916-1960*, Toyo-Masa Fuse, Antioch College, Yellow Springs, Ohio.

In this study on religious ideology change, the hypothesis was that, "there has been an important shift in theological tone from an optimistic view of man to a pessimistic one." The methodology: content analysis using the thematic frequency count. The results: hypothesis confirmed—change most significant between 1930-1935 and 1940-1945.

13. *Police Recruits and Civil Libertarian Attitudes*, Toyo-Masa Fuse.

The author, in a police recruit study, maintained, "we are recruiting police officers predominantly from the middle class, and they are less civil libertarian than the national average." His methodological approach was the use of structured questionnaires and interviews.

14. *The Relative Influence of Belief as Compared to Race in Interpersonal Choice*, Milton Rokeach, School of Labor and Industrial Relations, Michigan State University, East Lansing, Michigan.

Prof. Rokeach states that, "after an exchange of beliefs with two Negro and two white confederates,

whose beliefs are systematically varied to oppose or agree with the subjects' beliefs, subjects choose possible working partners in an employment office setting, or coffee partners in a college setting." The methodology involved a "real employment office setting . . . using work-related beliefs and choice of preferred working partners as criteria, to test whether belief-similarity is more important in interpersonal choice than race difference . . ." Thirty-three college students are being used in the study.

15. *The Effect of Value Structures on the Polarization of Group Behavior*, Gerald M. Phillips, Department of Speech, Washington State University, Pullman, Washington.

The author's hypothesis is that "members of groups tend to develop similar value structures which, in turn, influence similar behavior toward external stimuli."

Questionnaires and open-ended interviews were utilized to determine the responses of 250 college undergraduates divided into religious, political and major field groups.

The researcher concluded that: "Political and religious conservatism is associated with mistrust of ethnic and religious groups . . . Speech majors and math majors are more likely to accept members of diverse groups . . . Neither Republicans nor Democrats have a monopoly on distrust of other groups . . . Congregationalists appear more likely to accept outsiders than any other religion . . . Atheists are as intolerant of believers as believers are of atheists . . . There is more antagonism towards atheists on the part of white Protestants than is manifested towards Jews or Catholics."

16. *Ethnic Attitudes of University Students*, Chester L. Hunt, Department of Sociology and Anthropology, Western Michigan University, Kalamazoo, Michigan.

This study is using a "sample divided equally between upper and lower class students of Western Michigan University, drawn by selecting classrooms at random." It is "utilizing social distance type questions adapted to the college milieu." The basic hypotheses of the study were that: (1) "prejudice will be lower for upperclassmen than for lower classmen"; (2) "prejudice is lower for women than for men"; (3) "prejudice is lower for non-fraternity students than for fraternity students."

The tentative findings indicate that the first hypothesis has been borne out. The second has been borne out except in social status. The third has not been borne out.

17. *Beliefs about Racial Differences in Odor in Relation to Personality*, Richard H. Blum, School of Criminology, University of California, Berkeley, California.

The author is attempting to determine "whether or not individuals can distinguish one another by smell; to determine whether racial differences are associated with differentiation by smell; and to relate odor-discriminatory performance to variables of personality and opinion."

His findings to date suggest that "individuals can discriminate among one another by smell, but that race cannot be identified." The experiments are, as yet, inadequately controlled and, therefore, very preliminary.

18. *On Super-Patriotism: A Definition and Analysis*, Richard Schmuck and Mark Chesler, University of Michigan, Ann Arbor, Michigan.

This study will attempt to deal with "a social-psychological analysis of super-patriotism." The sample will be composed of super-patriots actively involved in organizational work. Field interviews will assess a variety of psychological and social-psychological characteristics, including attitudes toward a variety of social problems, occupation, mobility patterns, etc.

19. *A Community Program of Intergroup Activity for Youth*, Frank Costin, University of Illinois, Champaign, Illinois.

The author sets up a series of hypotheses with regard to teen-age club members represented on the Youth Council. He believes that "Teen-age club members of different races and religions will reduce to some extent their expressed social distance attitudes toward each other, apparently as a result of their affiliation with the Youth Council Program." In support of this hypothesis, he cites the following facts: (1) "Representatives to the Youth Council were able to increase their ability to interact more freely at meetings, and with a greater degree of mutual acceptance." (2) "Representatives to the Youth Council increased their ability to take the initiative concerning problems under discussion."

20. *Foreign Policy, Prejudice and Religion*, William Eckhardt, Peace Research Group of Des Moines, Des Moines, Iowa.

The research project used Militarism, Prejudice, Religious Orthodoxy and Personal Adjustment scales to test 1,300 subjects. These consisted of church groups, peace groups, college and high school students, mental patients, adolescents. The author

concluded: "Militarism scale validated by differentiating between Quakers and Reserve Officers; also between college students in general and ROTC; also between students who wanted more or less aggressive action toward Cuba during 1962 crisis. Militarism-Pacific dimension not correlated with age, domestic politics, personal adjustment, mental illness, juvenile delinquency. Militarism slightly correlated with male sex and lower education. Militarism significantly correlated with social conformity, religious orthodoxy, prejudice, national dependence, low welfare interest, conservatism, patriotism, and anti-intellectualism." (Last three correlates were obtained by Mark Chesler and Richard Schmuck at University of Michigan.)

21. *Project Untitled*. Roland D. Patzer, University of Vermont, Burlington, Vermont.

This study is part of "an overall research project dealing with fraternities." It is an attempt to determine religious prejudices of individuals and groups in fraternities on the campus.

22. *The Influence of the Peer Group on Children's Attitudes Toward Color Differences*, S. M. Peck and Sidney Rosen, Department of Sociology, Milwaukee-Downer College, Milwaukee, Wisconsin.

The purpose of the study is to determine how much influence the informal peer group "wields in maintaining, reinforcing, overcoming and transforming privately held color-linked responses." Interviews have been held with some 200 primary school children.

23. *Project Untitled*. Charles H. Stember, Department of Sociology, Rutgers-The State University, New Brunswick, New Jersey.

Prof. Stember's study has no title, as yet, but it concerns "integration and analysis of material from public opinion polls."

24. *Social Mobility and Prejudice in Sweden*, Melvin Seeman, Department of Sociology, University of California, Los Angeles, California.

25. *Anti-Negro, Anti-Semitic and Anti-Foreign Prejudice in Psychiatric Patients*, Eugene B. Brody

(others), The Psychiatric Institute, University of Maryland, School of Medicine, Baltimore, Maryland.

26. *Stereotype Terms Reflecting Prejudice*, Raymond S. Ross, Department of Speech, Wayne State University, Detroit, Michigan.

CONTEMPLATED

27. *Mormon Semitism and Anti-Semitism*, A. L. Mauss, Diablo Valley College, Division of Social Science, Concord, California.

This proposed study will use two San Francisco Bay area stakes of the Mormon church as samples. These stakes have, as their parishioners, several thousand individuals of mixed urban-rural background. The religious composition consists of life-long Mormons as well as new converts.

In the respondent's words: "The President's Commission on Civil Rights reported that although Utah (2/3 Mormon) was not particularly tolerant towards Negroes and certain other ethnic minorities, there was evidence of a rather tolerant atmosphere for Jews. My project... will explore the hypothesis that with other relevant variables held constant, anti-Semitism among Mormons is considerably less than might be expected, due to the mitigating influence of what might be called 'Semitism', i.e., a peculiar Mormon theological insistence that Mormons themselves are *literally* of Hebrew descent... and scattered descendants of Joseph."

28. *An Attempt to Redefine Race Relations*, Norman Goldner, Ohio State University, Columbus, Ohio.

Mr. Goldner writes that this will be "an attempt to reformulate the special area of race relations so that it is more systematically related to the general body of sociological knowledge and not so dependent upon problems as a point of departure." The major hypotheses are: "That the moral sphere includes those [persons] viewed as equals and eligible for similar justice. As a group declines in the moral hierarchy, and as its members violate social distance standards and compete for status, conate prejudice increases." The methodology is to "create a scale of moral distance; scale of conate prejudice."

MINORITIES

COMPLETED

29. *Across the Tracks: Mexican-Americans in a Texas City*, Arthur J. Rubel, Department of Sociology and Anthropology, University of North Carolina, Greensboro, North Carolina.

This report is based on two years of anthropological field work done between September 1957 and September 1959. This study "of a small [south-eastern] Texas city in which reside some 9,500 Mexican-Americans and 6,000 Anglo-Americans was part of an Hidalgo County project sponsored by the Hogg Foundation for Mental Health of the University of Texas." Particular reference was made to social relations between healers and the Mexican-American group.

"Methods utilized were the traditional anthropological techniques of participant observation and open-ended interviewing." The findings documented "the failure of Mexican-Americans to organize voluntary groups after moving to this city, the absence of leadership in this minority group, and a well-established pattern whereby members of the ethnic minority group are subordinated economically, socially, and politically to Anglo-Americans. Moreover, such patterns of intergroup relations are reflected in the kinds of health assistance sought by the minority group, and by the kinds of assistance which physical and other professional health personnel offer to the Mexican-Americans.

Despite the subordination of the Mexican-Americans to Anglo-Americans, it was found that this society is more appropriately designed as an open class structure than as a society characterized by two castes."

30. *A Study of Attitudes Toward Jews in Lower Bucks County, Pennsylvania*, Richard S. Sterne, University of Miami, Miami, Florida.

Dr. Sterne's study explored the fact that "since World War II there has been a mass migration of [Jewish] families from big city homes to suburbs such as Bucks County, Pennsylvania, which includes newly developed areas like Levittown and Fairless Hills. Few Jews previously lived in Bucks County.

A survey was undertaken to determine: (1) How do residents... feel about Jews in their community? (2) Do bankers and realtors discriminate against Jews seeking housing? (3) Will employers give Jews jobs...?" In order to find answers to these questions, a sample was taken of dwelling units in old and new areas including houses in a variety of price ranges. "Every 10th house was interviewed...

471 houses were contacted and 390 families interviewed. 114 stores [were] visited... 47 interviewed... Questions similar to various social distance scales were used... 105 residential interviews were conducted."

It was found that "In all, 32 per cent of the homeowners gave one or more prejudiced or evasive answers... No statistical significant connection was found between prejudices so expressed and place of residence... In a sample of 105 interviews, 101 persons had favorable attitudes toward Jews, 4 unfavorable... Of 148 commercial and industrial companies in the survey, 95 reported hiring Jews... Religious holidays proved a special problem, especially among industrial employers..."

31. *Brotherhood Pilot Questionnaire*, Russell W. Nash, Department of Sociology, Coe College, Cedar Rapids, Iowa.

This project was designed "to find out the policies and programs in the human rights and brotherhood area of 180 civic, social and service organizations, plus two dozen selected manufacturers from those on the Chamber of Commerce list in the summer of 1963..."

A questionnaire was sent to 206 organizations. "Thirty-three groups returned the questionnaire. About two-thirds of these have established brotherhood policies and have had active programs for better human relations... Ninety per cent of those groups returning the questionnaire said they had no information regarding the human rights positions or practices of those supplying them services or goods..."

Another such study is contemplated.

32. *Job Success of Indian Trainees*, Morton King, Department of Sociology, Southern Methodist University, Dallas, Texas.

"Records of all trainees processed by the Dallas Field Employment Assistance Office of the Bureau of Indian Affairs between April, 1958 and September, 1962 were evaluated for... success in training and on the job... [and] for factors associated with difficult job adjustments of successful trainees. Of 232 trainees, 143 were judged to have completed training satisfactorily. Of these, 89 made successful job adjustments, 29 failed, and inadequate information was available on 25. No definite relationship was discovered between job success or failure and indices of... assimilation to an urban way of

life or...other dependency available in the record at time of relocation."

33. *A Study of Minority Group Communication Behavior*, Malthen M. Anapol, Director of Forensics, University of Pennsylvania, Philadelphia, Pennsylvania.

This was a study "of the comparative effects on attitude of a series of speeches about Jews and Eskimos" in which "three different types of measuring devices were used in order to study the effects of the message appeals. An error-choice scale to measure pro and anti-Semitism was developed by the investigations; the Bogardus Social Distance Scale and a system of ratings and rankings were employed...The study indicated that the error-choice scale was the most valid and reliable measuring device of the three employed...The need for more research with larger samples was found to exist."

34. *Measuring the Adjustment of Immigrant Laborers*, Lyle W. Shannon, State University of Iowa, Iowa City, Iowa; and Kathryn Lettau, University of Wisconsin, Madison, Wisconsin.

The authors hypothesized that "there is a definite relationship between external and internal adjustment within the sample [of immigrant laborers] tested." They found that "external indicators are almost totally unrelated to expressions of satisfaction or indications of intent to return to place of origin."

35. *The Desegregation Process in the Catholic Church*, William A. Osborne, Department of Sociology, St. John's University, Jamaica, New York.

This study sampled ten dioceses including three quarters of the Negro Catholic population. A survey was made of Negro Catholic rights to enter any Catholic Church, to avail themselves of Catholic education and Catholic hospital services. The findings have been analyzed and interpreted.

36. *Intermarriage and Jewish Life*, Werner J. Cahnman (others), Department of Sociology, Rutgers-The State University, New Brunswick, New Jersey.

The author contributed three articles to this "symposium containing contributions by social scientists as well as rabbis or Jewish educators analyzing demographic data on intermarriage between Jews and non-Jews in the United States, Canada, Switzerland."

37. *Sixteen Jews who Intermarried*, Nathan Hurvitz, Santa Rosalia Drive, Los Angeles, California.

Dr. Hurvitz writes: "this research is a critique of an intermarriage study..."

38. *Race Relations in New Zealand*, R.H.T. Thompson, Department of Psychology and Sociology, University of Canterbury, Christchurch, New Zealand.

This study is a "summary and assessment of the literature" in New Zealand. Mr. Thompson is also conducting research in "Race and Sport" in New Zealand. The former study will be published. The latter is in process at this time.

39. *The Spanish Americans in New Mexico*, Clark S. Knowlton, Texas Western College, El Paso, Texas.

From his research, the author concludes that "Spanish-Americans are undergoing a great social and cultural change and social scientists have neglected this important area of study."

40. *Methods of School Desegregation*, Max Wolfe, Research Director, Commonwealth of Puerto Rico, New York, New York.

This paper involved six separate studies of school integration.

41. *Levels of Occupational Aspirations of Indian High School Students*, Del Samson (others), Department of Sociology, Montana State College, Bozeman, Montana.

The following studies were made by Robert F. Peck, Personality Research Center, University of Texas, Austin, Texas:

42. *A Comparison of the Value Systems of Mexican and American Youth*.

43. *The Search for Equivalent Concepts of Interpersonal Relationships*.

44. *The High-Speed Digital Computer as a Tool in Cross Cultural Research*, with D. J. Veldman.

45. *Two Core-Culture Patterns, and the Diffusion of Value Across the Border*, with R. Diaz-Guerrero.

46. *The Meaning of Love in Mexico and the United States*, with R. Diaz-Guerrero.

47. *Respeto y Posición Social en dos Culturas (Respect and Social Position in Two Cultures)*, with R. Diaz-Guerrero.

ONGOING

48. *Racial Aspects of the Oak Park-Carver School District Attachment and Community Consensus Formation—an Approach Through a Core Analysis* (two studies), Leonard Gordon, Jewish Community Council of Metropolitan Detroit, Detroit 21, Michigan.

The focus of this study was "on the key factors involved in community consensus formation in approving or rejecting millage requests of boards of education. The analysis primarily is related to the suburban community of Oak Park... Comparative data from surrounding suburban communities was employed."

The hypothesis stated that: "Values interest in the predominantly Jewish and middle class socio-economic make-up of the community of Oak Park tended toward a relatively high degree of tax support for public education. The factor precipitating the consensus of opposition toward school millage proposals... for the first time in almost a decade was the attachment of the lower class, all-Negro Carver School District... The consensus within a community as to its tax satiation level for support of public education is dependent on need requirements in other areas of concern within the community..."

Projective interviews of lay residents and of individuals professionally associated with the school system [were conducted]... Voting breakdowns were gathered from such sources as school districts, municipal and county records."

The findings proved that "The particularly religious and socio-economic structure of a community will directly affect any consensus of support or non-support for school millage and bond proposals... A dynamic, tension-evoking event precipitates underlying community factors toward movement of... consensus from one direction toward another... There is a balanced hierarchy of values and needs existent in a community."

49. *An Experimental Investigation of the Effectiveness of Research Involvement on Attitudes of Individuals Toward Minority Groups*, David W. Martin, Social and Philosophical Foundations of Education, University of Southern California, Los Angeles 7, California.

Dr. Martin writes, "we are investigating the extent to which individuals engaged in research in human ecology undergo measurable shifts in atti-

tudes toward people whom they are studying... We are using graduate students enrolled in a course in intergroup, intercultural relations as subjects. The object of their research is one census tract embedded in a Mexican-American community. Attitudes before and after exposure to research experiences were measured by use of a tape stimulus technique (cf., Otto Von Meering, *A Grammar of Human Values*, appendix)... Preliminary content analysis of the tapes made before and after the research experience reveals significant shifts in value profiles..."

50. *Cultural Conflict and Mental Health*, Robert F. Peck, Personality Research Center, University of Texas, Austin, Texas.

Dr. Peck summarizes his work thus: "We have developed objective measures of similarities of value systems to either the United States or the Mexican norm. A group of 200 Mexican-American college students in the Rio Grande Valley is being compared with 200 Anglo-American students. The cultural identification of each subject is measured, using Mexico City and Austin, Texas norms. Independently, an estimate of individual mental health is being made. Comparison of the two measures will, it is hoped, illuminate some of the conflicts and adaptations created by the acculturation process."

51. *Anti-Semitism and Intergroup Attitudes in Adolescence*, M. Brewster Smith and Jane Allyn Hardyck, Survey Research Center, University of California, Berkeley, California.

Prof. Smith states, "in selected school systems, extensive questionnaires (requiring 3 school periods to complete) are being administered to the entire 8th, 10th and 12th grades. Administration has been completed in one downstate New York and one New Jersey system; data from additional systems may be added in fall of 1963. Focus is on the content of teenager feelings, beliefs and relationships towards Jews and Negroes; various supposed correlates or determinants of these feelings, beliefs and relationships are explored, including values... Data on differential sociometric choice provide quasi-behavioral indices of discrimination. Experimental variation in the questionnaire for the third session provides systematic data on responsiveness..."

52. *Structuring of Attitudes Toward Two Minority Groups*, Ira E. Robinson and Wilfrid C. Bailey, Department of Sociology, University of Georgia, Athens, Georgia.

Professor Robinson, the respondent, states that the study "entails a survey of differences of ex-

pressed attitudes toward Jews and Mormons and what, if any, relationship these attitudes have to the amount of information the individual has about these groups." Methodology: "The data will be placed in the context of a theory pertaining to hierarchical structure of attitudes in terms of major dimensions such as . . . intensity . . . of attitude . . . To date, we have only constructed the schedule, sample and other technical aspects of the problem."

53. *Medical Practices of the Houma Indians*, Ann Fischer, School of Social Work, Tulane University, New Orleans, Louisiana.

The researcher reports: "I went to the Houma Indians in the summer of 1960 to study their medical practices . . . I found them in such a sorry plight in regard to civil rights . . . Records have been kept of the events which have occurred in . . . attempts by the Indians to enter white schools. A court order has been obtained to desegregate . . . but as yet no Indians have been able to enter the white schools."

54. *Values and Behavior of a Tri-Ethnic Community*, Omer C. Stewart, Ethnic Research Project, University of Colorado, Boulder, Colorado.

Prof. Stewart wants to "discover the current values of members of the three ethnic groups of an Indian reservation village into which Anglo-Americans have moved since the Indians were allotted the land (Ca.1910) and the reservation opened." He is also seeking to review the ethnic history of the community and test theories of social learning and anomie to account for the recorded behavior inconsistent with expressed values.

55. *Socio-Economic Survey of the Mississippi Choctaw Indians*, Wilfrid C. Bailey, Department of Sociology, University of Georgia, Athens, Georgia.

"A sample of over 300 Choctaw Indians in Mississippi has been interviewed to determine their general socio-economic condition. They are being compared with samples of whites and Negroes in the same area in order to determine which of the Choctaw characteristics are the result of being in a low income group and which are the result of being Indian."

56. *Project Untitled*. Sidney Simon, Department of Sociology and Anthropology, Queens College, Flushing 67, New York.

The correspondent informs us that there is no research design but, rather, a number of important

action projects. "We are organizing two tutoring projects for students in slum ghetto schools. This summer we are following this up . . . by sending a group of students from Queens College . . . to Prince Edward County, Virginia, where there have been no schools for Negro children since 1959."

57. *The Urban Adjustment of Immigrants: The Relationship of Education to Occupation and Total Family Income*, Lyle W. Shannon and Elaine Krass, University of Iowa, Iowa City, Iowa.

This study seeks to discover the relationship between education, occupation and total family income among immigrants in a Northern industrial community. The findings reveal that "education was positively associated with occupational level of present jobs, but this relationship was statistically relevant only for Anglo-Americans in the sample."

58. *Survey of Spanish-Americans in Colorado Springs*, Van B. Shaw, Department of Sociology, Colorado College, Colorado Springs, Colorado.

A survey was made of "basic data on family size and life, organizational structure, employment, social class level, mobility and selected beliefs and attitudes" of Spanish-Americans in Colorado Springs. All data available in the City Directory of persons with Spanish surnames were recorded and a 5 per cent random sample of these persons was interviewed for additional data. No hypothetical framework exists at this stage.

59. *A Survey of Teenage Attitudes and Interests: Part Two. 1962-1963*, Joel Carp, Associated YM-YWHA's of Greater New York, New York.

This study deals with teenage membership in the East Flatbush-Rugby YM-YWHA and the teenage attitudes, interests and needs. The object of the study is to devise a program more in line with the interests and needs of the youngsters.

60. *Jewish-Catholic Relations in America*, John J. Kane, Department of Sociology, University of Notre Dame, Notre Dame, Indiana.

This study, still in its infancy, deals with "documentary research . . . [in] areas of tension and co-operation between American Jews and American Catholics, an analysis of the factors involved in both, and positive recommendations for the future . . . A questionnaire study of Catholic and Jewish students may be used."

61. *Cornell Peru Project Reports*, Henry F. Dobyns, Department of Anthropology, Cornell University, Ithaca, New York.

These are a series of projects dealing with the process of subordinate sub-cultural group integration into the national state. "One sample drawn consists of 640 of 1,600 officially recognized indigenous communities in Peru."

62. *Dispersion of Puerto Rican Migrants to the United States*, Clarence Senior, Department of Sociology, Brooklyn College, Brooklyn 10, New York.

The author is attempting to gather, analyze and interpret facts concerning "the multifaceted process of migration and urbanization, their inter-community relationship to the national economy and culture, the effects on the migrants themselves and on intergroup relations."

63. *Migration and Urbanization*, Clarence Senior.

Professor Senior is utilizing the 1960 census to supplement and update his own work, previously published in 1954.

64. *The Language Resources of the United States: The Maintenance and Perpetuation of Mother Tongues by American Ethnic and Religious Groups*, Joshua A. Fishman, Yeshiva University, New York, New York.

This project will seek to establish the relationship between integration and "prestige cluster" languages, e.g., French, German.

65. *The Psychology of Social Movement*, Hans Toch, Michigan State University, Department of Psychology, East Lansing, Michigan.

Dr. Toch has been doing studies on attitudes which differentiate religious groups.

66. *Indian-White Relations*, Del Samson (others), Department of Sociology, Montana State College, Bozeman, Montana.

This study covers such areas as "housing, health, income, nutrition and self improvement."

67. *Program of Occupation Development and Training in Industrial Ceramic Production for Montana Indians*, Del Samson (others).

68. *Educational Opportunities of Indians in Oklahoma Public Schools*, Glenn R. Snider, College

of Education, University of Oklahoma, Norman, Oklahoma.

69. *Systemic Linkage and Boundary Maintenance Processes in Ethnic Relations*, C. P. Loomis, Department of Sociology and Anthropology, Michigan State University, East Lansing, Michigan.

70. *The Attachment of Low-Income Puerto Ricans to the Neighborhood in Which They Reside*, Max Wolfe, Research Director, Commonwealth of Puerto Rico, New York, New York.

71. *Review and Evaluation of Statistics on Status of the Negro*, Lawrence D. Haber, Social Security Administration, Washington, D.C.

The following studies are being made by John H. Burma, Department of Sociology and Anthropology, Grinnell College, Grinnell, Iowa:

72. *Penitentes in New Mexico*.

(Full report in *Bulletin*, 1963.)

73. *Background of Mexican-American Immigrants*.

74. *Mexican-American Migratory Laborers*.

CONTEMPLATED

75. *Interracial Children in New York*, Werner J. Cahnman, Department of Sociology, Rutgers-The State University, New Brunswick, New Jersey.

This study is "a survey of cases of infants born out of wedlock of Jewish mothers and colored fathers, as handled by the Louise Wise Services in New York."

76. *Ethiopian Hebrew Congregations in New York*, Werner J. Cahnman.

This work is to be "a survey of congregations and groups of colored Jews in the New York metropolitan area, their numbers, economic conditions of their members, personal or organizational links with general Jewish institutions."

77. *Religious Practices of Converts to Reform Judaism . . . Compared to . . . Practices of Jews by Birth*, Rabbi Bernard Kligefeld (others), Temple Emanuel, Long Beach, New York.

78. *Survey of Use of Mexican Labor in Montana Sugar Beet Production*, Del Samson, Department of Sociology, Montana State College, Bozeman, Montana.

79. *Mexican-American Prisoners in State Penal Institutions*, John H. Burma, Department of Sociology and Anthropology, Grinnell College, Grinnell, Iowa.

SOCIETY AND BEHAVIOR PATTERNS

COMPLETED

80. *The Significance of Expressed Racial Attitudes in a Changing Neighborhood*, Brother D. Augustine (McCaffrey), E.S.C., Department of Sociology, LaSalle College, 20th & Olney, Philadelphia, Pennsylvania 19141.

During the 1962 spring semester, interviews with white and Negro residents of a changing neighborhood were obtained by LaSalle College students. Opinions concerning the other race were recorded by the interviewers. A few of the 30 schedule questions were specifically directed to that end; most of the others afforded the opportunity. Tables were developed recording the results. Table I recorded attitudes expressed by members of each race toward the other. A majority of each group, albeit a small majority of both races, expressed remarks critical of the other. 50.4 per cent of whites and 51.1 per cent of the Negro responses indicate a hostile attitude. This does not mean that the two races give expression to prejudice equally. At the extreme points of the scale it is clear that more than three times as many whites were definitely unfriendly to Negroes than Negroes to whites: 25.6 per cent to 7.3 per cent. One of every four white interviewees gave vent to prejudice and emotional expressions concerning Negroes. In contrast, more than nine of ten Negroes exercised restraint in this respect. On the other hand, only 11 per cent of the Negro replies were classified as definitely friendly or favorably inclined, while 44 per cent of the white responses were assigned these ratings.

Other tables detail "Specific 'concerns' over immigration of Negroes mentioned by whites; expressed concerns of Negroes as to how they might be received in the neighborhood; proportion of white persons that white respondents would like to see in the neighborhood; and proportion of colored persons that colored respondents would like to see in the neighborhood; expressed intentions with respect to remaining in the neighborhood, numbers and percentages by race; and replies of both races

with respect to the possibility of interracial cooperation to improve the neighborhood."

81. *The Measurement and Analysis of Residential Segregation in Metropolitan Areas*. John J. Musial, Detroit Commission on Community Relations, Detroit 26, Michigan.

The writer proposes that a simple probability measure, or the method of expected frequencies, refined by the factor of income, would validly establish comparability between areas and measure residential trends within areas over time. Rather than population, occupied housing units accurately reflect residential patterns and thus are most appropriate for the analysis of residential segregation. Among the advantages is the elimination of distortions produced by relative family size, doubled-up married couples, lodgers, institutional populations, those living in group quarters, and household workers living in.

"To determine that portion of the non-white population which is concentrated in census tracts over expected frequencies, compute the standard deviation according to the formula: $SD = \frac{PQ}{N}$

Where SD is the standard deviation, N is the number of occupied housing units in each tract, P the proportion occupied by non-whites in the total area and Q the remaining or white proportion of the total occupied units (Blalock, Hubert M., "Social Statistics"). To establish an interval that is significant at the 1 per cent level, the non-white proportion plus or minus 2.58 times the standard deviation defines the limits within which we would expect the non-white proportion in 99 out of each 100 census tracts."

Standard Metropolitan Areas (SMA's), rather than central cities, were selected for analysis. "The data developed cover nine East North Central metropolitan areas: Chicago, Cincinnati, Cleveland, Columbus, Dayton, Detroit, Indianapolis, Milwaukee and Pittsburgh..." In all nine metropolitan areas the rate of household growth was greater than the

population growth rate. Homeownership among whites is consistently higher than among non-whites regardless of income level. The proportion of whites who reside in virtually all-white areas has been increasing and the non-white ghetto is enveloping a greater proportion of the non-white population in each area.

82. *Report on Connecticut: Family Relocation Under Urban Renewal*, John D. Maguire, Chairman, Sub-Committee I, Connecticut Advisory Committee to the United States Commission on Civil Rights, Middleton, Connecticut.

"The Connecticut Advisory Committee was concerned with the 'impact of the Urban Renewal Program on racial discrimination in housing.' A project was designed to determine the policies and practices of Urban Renewal Administration authorities in Connecticut in regard to the relocation of minority group families, i.e., whether they assumed any responsibility for preventing the recurrence of racially segregated neighborhoods among relocated families. It was felt that interviews with a representative cross section of relocated families would provide some clues as to whether the recurrence of segregated neighborhoods represented the preference of relocated families or was imposed upon them by circumstances beyond their control.

Twenty-nine Connecticut cities had urban redevelopment projects at the time this study was initiated in autumn of 1962. Of these, 14 cities were initially selected for the purpose of interviewing the project officials in charge of the relocation of families... In order to supplement the information secured from the relocation officers, the decision was made to interview a representative cross section of families involved in the relocation process. For this purpose we selected 5 of the 14 cities—Hartford, New Haven, Bridgeport, Norwalk and New Britain. Since the non-white population of Connecticut is concentrated in the larger metropolitan areas, these five cities included approximately four-fifths of all non-white families who had already been relocated."

It was found that "an unusually high proportion of the respondents, 83 per cent of the whites, 64 per cent of the Negroes, and 67 per cent of the Puerto Ricans, said they had relocated themselves... From the evidence available in our comparison of self-relocated and LPA-relocated Negro families, it would appear that self-relocation, more frequently than LPA relocation, leads them to predominantly Negro neighborhoods.

83. *"Social Action" as Related to Verbalized Attitudes, Self-Concept and Background Factors,*

Lester N. Carr, Fisk University, Nashville 8, Tennessee.

The following hypotheses were tested: (1) there is a positive relationship between attitudes toward 'social action' and 'social action' behavior; and (2) different measures of attitudes toward 'social action' will yield similar results as will different measures of 'social action' behavior."

Dr. Carr summarizes his study: "The level of involvement in and the frequency of 'social action' activities were examined in relationship to several conventional scales designed to measure attitudes toward 'social action,' 'self concept' and background factors. The subjects for this study consisted of 501 Negro American freshmen and sophomores in a predominantly Negro, private liberal arts university (Fisk) located in the South. A group of 332 subjects (104 males and 224 females) was randomly drawn from the total pool and the various scales were administered. The remaining subjects were utilized for instrument purification and pre-testing. Product-moment correlations were calculated among the different attitude scales and behavioral measures and between them.

Substantial test-retest reliability coefficients were generally found for the attitude instruments and high agreement was indicated for the behavioral measures. However, practically no correlations were found between any of the measures of expressed attitudes and actual behavior. Furthermore, small correlations were found between the several attitude scales supposedly measuring the same thing. Moreover, nil correlations were found between responses given to identical concepts, but imbedded in different type attitude instruments. Added to this, examination of all correlations revealed no factor which accounted for more than 9 per cent of the variance in 'social action' behavior." Possible explanations for these findings are discussed.

84. *Closed Neighborhoods: A Study of Community Resistance to Residential Integration in Schenectady*, James A. Moss, Department of Sociology, Union College, Schenectady, New York.

"Negro families have been living harmoniously with their neighbors in predominantly white blocks for almost a half century. In the residential areas in which they live, they are undistinguished from their neighbors in either the value or appearance of their homes. Upon their entry into the block, only a token number of white families (6) moved, and among those who remain, an equally small number (7) still resent the presence of Negro families in the area. The small number of cases in which property has been transferred does not confirm the

hypothesis that property values drop with the entrance of Negro families into all-white areas. And for every white family who expresses the fear that his property has depreciated because of racial change in the block, another white family denies that such is the case. Although the number of individuals in both groups is small (9 Negroes and 7 whites), where Negro families express initial rejection by whites, all but one Negro family acknowledged a gradual change towards favorable acceptance.

Where white families were firmly opposed initially to the entry of Negro families into the block, this opposition in all cases but one continues. There seems to be some evidence in support of a growing participation on the part of the more prestigious real estate firms in the Negro middle-income housing market. This study observes that Negro families, without fanfare, social disruption or economic upheaval, have gradually been accepted into all wards in Schenectady." The author concludes that "If continuing improvement of the economic status of Negroes, plus continuing diffusion into formerly all white areas, creates a changing climate of opinion in which residential proximity to Negroes comes to be considered less and less 'abnormal', then more whites may be expected to become clients for new interracial housing."

85. *Discrimination in Rental Housing: A Study of Resistance of Landlords to Non-White Tenants*, Norman A. Mercer, Project Director, and James A. Moss, Social Research Center, Union College, Schenectady, New York.

The objective of this survey was to determine the degree of acceptance and resistance to non-white tenants by the landlords of Schenectady. There are approximately 15,200 rental units in the city. At the time of the survey (November 1960), approximately 400 of these were vacant and available for tenancy. The sample survey consisted of 200 of these vacancies. About half of the landlords were contacted by direct interview, the other half by telephone, following up newspaper advertisements of vacancies. This substantial sample covered all wards of the city. Its size and coverage are believed adequate to justify generalizations about the community as a whole.

This survey produced these findings: there is an adequate supply of rental housing of the type and cost sought by many Negro families; almost one-third of the owners of this housing would be reluctant to rent to Negroes and more than one-third would, under no circumstances, do so; two-thirds of the landlords, in all, are resistant to the ac-

ceptance of Negro tenants; resistance to Negro tenancy apparently decreases with increasing duration of the vacancy; adamant resistance to Negro tenancy may result in long-term vacancies and economic loss to landlords.

86. *Neighbors of the President: A Study of the Patterns of Living of Youth in the 2nd Precinct, Washington, D.C.*, Paul A. Fine, Department of Psychology, Rutgers-The State University, New Brunswick, New Jersey.

This study, made for the President's Committee on Juvenile Delinquency, used depth interviews aimed at eliciting perception of delinquent and non-delinquent boys in a high delinquency area.

Thirty teen-age Negro boys living within a few blocks of the White House described their life pattern to interviewers. The transcripts of the tape recordings revealed appalling patterns of neglect, alienation and defeat which have turned many of the youths into hardened delinquents. Nowhere are there individuals who care for them, or who present to them viable and meaningful alternatives to the dissolute and hated way of life they see around them. Thus, they turn back to the streets and form a world of their own in which they at least have a place and some minimal possibility of coping, together with others, with the environment which would crush them if they attempted to face it alone.

87. *Midwestern Minority Housing Markets: A Special Report by Advance Mortgage Corporation*, John J. Musial, Detroit 26, Michigan.

This study, directed towards the "What, Why, How, Where" of the minority housing market, draws its data from 10 urban centers: Pittsburgh, Cincinnati, Grand Rapids, Detroit, Columbus, Indianapolis, Dayton, Milwaukee and Chicago.

Perhaps the most significant trend in the history of minority housing in the industrial cities of the Midwest has been the emergence of the non-white population as a market of present and potential homeowners. This is largely due to the birth of the new Negro middle class—large in numbers, with substantial buying power, aware of its class status, ambitious for its children.

"The expansion of homeownership has been the tool with which Negroes achieved nearly all their housing gains of the past decade. Negro homeowners achieved housing conditions superior not only to Negro, but to white renters. Their purchases spearheaded the great expansion in all-white residence areas. Their example—and their effect on

rental supply and demand—improved the housing supply of the majority of their race who still rent.

The common pattern of housing change in the last decade was racial succession. In the current decade, the pattern in many Midwestern cities may be a succession so slow that it approaches neighborhood integration. The cause of this will be not a shift in attitudes (although there has been some), but a decline in both Negro population pressure and white mobility."

88. *Sample of Homes in Omaha's Major Negro Residential Area*, George Helling, Department of Sociology, University of Omaha, Omaha, Nebraska.

This study concerned a "10 per cent area sample of houses in Omaha's major Negro residential area (N = 397)...to discover quality of housing, and nature of complaints. Care was taken not to structure each interview to lead the respondent into expressing either negative or positive evaluations of his home setting." (Omaha's near north side, where the survey was conducted, is a badly deteriorated area.)

Findings indicated that "37.7 per cent 'would like to move.' 38 families of the sample (about 10 per cent) wished to move; and by the standards prevailing in Omaha today (resources, salary, as required by lending agencies and F.H.A.) would be able to buy a house in the 14-15,000 dollar range (a surprisingly low figure, to us and to the Urban League which sponsored the research). Real open occupancy in Omaha would result in only about 400 families presently leaving the Negro section."

89. *An Improvement Association Deals with Racial Invasion: A Case Study*, Rose Helper, Department of Sociology, University of Toledo, Toledo 6, Ohio.

The study deals with the development of the Winneconna Lakes Area Improvement Association in Chicago—its goals, the factors which affected it in its efforts to achieve them, and its status as of this year (1962-1963). Data were obtained from documents, interviews and participant observation.

Dr. Helper cites the accomplishments of the Association in "preventing violence in the period of entry of Negroes. After a struggle within itself, it established and maintained a law-abiding manner of operation. It reduced tension in the Area. In its democratic stand, it did not penalize the white family for leaving the Area, or the Negro family for entering it. It strove to maintain and improve housing standards, and met with some measure of

success. It succeeded in bringing about a degree of unified citizen effort and organization in a community where there had been none before. It brought white and Negro residents together to work on undertakings of common benefit. It accustomed the people of the Area to the idea of a mixed neighborhood."

90. *Resident Response to Urban Rehabilitation in a Boston Negro Working-Class Neighborhood*, Morton Rubin, Department of Sociology, Northeastern University, Boston 15, Massachusetts.

This survey is the latest phase in research on Negro migration and adjustment in Boston. During June-July 1963, several blocks of renewal (rehabilitation) project areas were sampled for resident response. 1958 informants were reinterviewed as much as possible and quota methods were utilized to achieve between 10 per cent and 20 per cent coverage for specific residential blocks. Data on residential blocks, family cycle, owner-renter tenure and plans to remain or to move were analyzed. One hundred interviews were supplemented by several years' participant observation of renewal meetings, interviews with officials and leaders, and mass media coverage. It was found that: "Race-ethnic factors are important, in that housing choice for Negroes of all classes appears limited. Renewal is viewed by the Negro middle class as an opportunity to stabilize the neighborhood. Renewal is viewed by lower class Negroes as an attempt to drive them from the neighborhood, since the worst housing will be cleared. Officials view rehabilitation as a means of providing rental and owner housing for lower middle income groups, with new housing for middle income groups. This renewal project has implications for Negro community pride."

91. *Citizen Participation, Directed Change and Desegregation*, L. K. Norwood and Walter Hundley, University of Washington and Atlantic Street Center, Seattle, Washington.

The respondent, Dr. Northwood, describes his project thus: "Three voluntary membership organizations were studied in an attempt to measure the ability of each to involve its members in the decision making process concerning routine maintenance activities and attempts to stimulate directed social changes in the life of the community. The three were selected because they approximated ideal types of organization strategy—ideologies with respect to racial desegregation. They were local chapters of CORE and NAACP, and a non-affiliated group called Christian Friends for Racial Equality. The... [object of their] concern was a campaign to secure

passage of a fair housing law. Meetings of the three organizations were systematically observed by pairs of process recorders and content observers during the time of the campaign, and these observations were supplemented with information provided by confidential informants who were leaders in the three organizations. Hypotheses were tested concerning membership participation: whether the amount of such participation was related to the extent of leader control, extent of conflict on issue, relative emphasis of meetings on routine maintenance or directed change... The empirical research is placed in the context of theory of social change."

92. *Negro Leadership in a Midwestern City*, James B. McKee, Institute for Community Development, Michigan State University, East Lansing, Michigan.

The researcher interviewed Negro leaders "in some depth, to test the hypothesis that Negro leaders reflect no unanimity concerning *who* the leaders of the Negro community are, and *what* it is that they should be doing on behalf of the Negro community." The sample was made in a Midwestern city of 200,000 with a 7 per cent Negro population.

The findings revealed that: (1) Negro leaders are clearly in disagreement about the quality of Negro leadership, its effectiveness, and its representativeness. (2) There has been a transition in leadership with the emergence of a professionally trained, educated group, such as doctors, lawyers, dentists. There is a related decline in the leadership and influence of less educated persons, of clergymen, and of racketeers. (3) There is a polarization of community leadership around militant and moderate organizations. (4) There are two contrasting interpretations of the problems of minority status.

93. *Changing Race Relations in a Midwestern City (A case study)*, Dorothy Bohn, South Samuel Drive, Zanesville, Ohio.

This study had, as its thesis, "the question of whether or not a community in which the Negro has been relegated to the servant class can change to admit this segment of the population into a higher occupational status." The major hypothesis states: "Where countervailing power arises, the subordinate group is more likely to be successful when the dominant group is divided in its opinions, strategies, organization or resources." Mrs. Bohn's methodology involved the efforts of the Council on Human Rights to obtain employment for Negro teachers. It is the second C.H.R. to affect employment oppor-

tunities through cooperation of the retail merchants. The most important analytical tool: a detailed account of the interactions.

Findings stated: "The data substantiate the hypothesis. However, it is possible another factor should be specified, i.e., the community itself. The hypothesis could be re-phrased..."

94. *Selected Aspects of the Phenomenon of Negro Passing*, James E. Conyers, Division of Social Sciences, Indiana State College, Terre Haute, Indiana.

According to Dr. Conyers, "Negro 'passing' involves a change in racial status from Negro to white during the lifetime of the individual. The aspects of Negro passing incorporated as major objectives of this study were: (1) an historical description of early interracial sex contact in the United States, an inclusion prompted by the obvious consideration that there are historical and genetic components associated with Negro passing; (2) an analytical study of previous writings on Negro passing with attention focused on (a) the question of numerical occurrence, and (b) the socio-cultural and psychological matrix in which Negro passing takes place..."

A structured questionnaire was sent to 18 selected colleges and universities... The sample was composed of 930 respondents, 404 of whom were Negro and 526 of whom were white... Four hypothetical stories of passing were constructed... Responses by Negro and white respondents to statements which followed each account showed that it was the Negro who refuses to pass who was more favorably endorsed. The passers were not negatively evaluated, however..."

95. *The Old-New Distinction and Immigrants in Australia*, Stanley Lieberman, Department of Sociology, University of Wisconsin, Madison, Wisconsin.

This research consisted of an attempt to test "the old-new theory of differences between European groups in the adaptation and assimilation in the United States as applied to the large scale immigration to Australia after World War II. Since Australia, unlike the United States, first received sizeable numbers of northwestern and southeastern European peoples at the same time, it is possible to test the validity of the theory when the groups are established at comparable periods in a society otherwise similar to the United States." As many as nine old and nineteen new groups are studied in terms of 14 indicators of work force charac-

teristics, spatial segregation, amalgamation, and social problems.

The hypothesis stated: "With the exceptions of urban segregation, location in rural areas, and intermarriage, the Mann-Whitney test fails to support the hypothesis when extraneous factors such as length of residence and age distribution of the groups are taken into account through standardization...."

The findings suggest both severe limitation in the generality of the old-new theory as well as the possibility that much of the old-new variance in the United States reflected differences in the groups' times of arrival rather than cultural differences."

96. *Mexican-Americans in the City*, Paul M. Sheldon, Department of Sociology and Anthropology, Occidental College, Los Angeles, California.

The author describes his work as, "a study in self-perception and community participation. Comparative study of two samples: (1) random sample of 204 respondents residing in a predominantly Mexican-American census tract; and (2) sample of 89 respondents chosen from lists of active members of leading Mexican-American organizations." Dr. Sheldon maintains that Mexican-Americans are the largest and least known minority group in the 5 Southwestern states. Census data indicate that it is the most disadvantaged group in terms of education, housing, employment, median family income, and other criteria, including lack of in-group leadership or a strong central organization. The present project was conceived as a pilot inquiry into the ways of life and attitudes of Mexican-Americans living in the Los Angeles area. Data were obtained from 293 interviews in a pre-coded interview schedule administered by Spanish speaking interviewers. Material was machine processed.

97. *A Study of the Acculturation of the Southern Utes of Colorado*, Clark Johnson, American Friends Service Committee, Skikda, Algeria.

This study, part of the Tri-Ethnic studies under Dr. Omer Steward, consisted of "surveying 200 adult Ute Indians (90 per cent sample) for 10 selected characteristics, to examine what they had learned from the surrounding Anglos and Hispanos during the acculturation process...."

...200 adult, eligible voters of the Southern Ute tribe were broken down into 3 categories: leaders, followers, and nonparticipants. These were then compared in 10 selected characteristics, and the relations between leaders and non-leaders, and between the tribe and the rest of the community,

were examined through describing a tribally run economic development program." It was found that leaders and non-leaders in an acculturating society do differ in education, participation in Armed Forces, voting behavior in presidential elections and in exposure in the home to models from outside their own ethnic group. However, nativism was found to be more characteristic of the leaders than any other group, and leaders and non-leaders were equally subject to involvement with the law.

98. *The Culture of Unemployment*, M. Schwartz, Department of Sociology, Wayne State University, Detroit, Michigan.

These studies are depth analyses of "unemployment as a preferred life-style, transmitted across generations...Interviews [were conducted] with children of long-term unemployed re: perceptions of relevant aspects of total life space...The purpose is to determine factors which demonstrate that prolonged deprivation of access to the opportunity structure (a) causes men to come to prefer unemployment as a life-style, and (b) to transmit that life-style to children causing the children to turn to retreatist, innovating or rebellious responses (ref. Merton). Over 139 interviews with children of long-term unemployed parents were conducted (all were Negro). Results indicate that where fathers remain in the home, they are likely to be perceived as 'the boss' as frequently as are mothers; all seemed to deride 'conformist' (ref. Merton) behavior; all were sophisticated re: illegal possibilities for getting money; mother-dominated boys with weak institutional attachments were more likely to be innovators than boys with either strong fathers or with strong institutional attachments or with both. Boys with strong mothers and strong attachments were most likely to be retreatists."

One study is completed; the rest are ongoing.

99. *Separation of Church and State*, Calvin B. Michael, College of Education, Eastern Michigan University, Ypsilanti, Michigan.

Professor Michael was interested in the implications in teachers' opinions of religious practices in public education given before and following the Supreme Court's decision in the "New York School Prayer Case." The sample consisted of 360 Michigan public school teachers, 192 participating in 1961 prior to the decision, and 168 participating the following year. "Frequency tabulations and chi-square analysis of group responses to three opinions (violation of separation principle, no violation, uncertain) for 24 practices."

It was found that the post-decision group compared to the pre-decision group had a larger proportion who said that: (1) violation consisted of explaining the Ten Commandments or the Bible; (2) no violations obtained in invocations, prayers, Bible reading. Except on three items, a markedly smaller proportion of the post-decision group indicated uncertainty.

Tendencies and opinions supportive of the non-preference doctrine are countered by others supportive of the wall-of-separation doctrine. Ritualized experiences are considered less objectionable (less meaningful) than examined rituals.

100. *In Search of a Future*, Eunice S. Grier, Washington Center for Metropolitan Studies, Washington 6, D.C.

"Two chiefs areas were explored. The first was the barriers to full equality of opportunity which, it was hypothesized, would confront Negro youth in the labor market. The second was barriers within the youth themselves, or in their home or school situation, which might handicap them in making an effective search for useful and satisfying careers. In general, the youth in the sample appeared to fare best when they had available a 'role model' whose career they could observe and emulate. Experience in skilled or semi-professional work was a help to the few who obtained it, mostly in the military. But for most, the occupational restrictions which had hampered their close associates, combined with their own restriction to predominantly menial employment, imposed severe limitations on their access to relevant career information."

101. *Racial Concept Formation in Pre-School Age Children*, Judith D.R. Porter, Department of Sociology, Cornell University, Ithaca, New York.

Miss Porter used, as her sample, 101 white and 26 Negro children of nursery school and kindergarten age. Her data showed "an early awareness of color differences, gradually developing into later racial awareness. Negro children are aware of racial differences earlier than whites. Both Negro and white children internalize negative evaluations of Negroes and positive appraisals of whites. As the Negro child grows older, ambivalence begins to characterize his feelings towards the in-group. Among whites, three year olds choose dolls on an esthetic basis, but choices of four year olds reflect incipient racial attitudes...."

Other findings...point up the need for studies in this field to take into account sex, social class, region and segregation-integration simultaneously."

102. *Response of Negroes by Community Status to a Local Action Program*, Robert W. Janes with S.W. Byuarm, Department of Sociology, University of Illinois, Urbana, Illinois.

This is part of Samuel W. Byuarm's doctoral dissertation entitled, "Community Action: A Case Study in Racial Cleavage." On the basis of field work in a small, bi-racial community in southern Illinois which practiced segregation, Dr. Byuarm found that there were several Negro social types in the community. "Each of these represented a different adaptation to the conditions of segregation involving a combination of the individual's education, occupation and social welfare status. The response of members of the Negro community to a local action program directed by whites ranged from antagonism to apathy. This range in attitude was closely correlated with variations in community status of the Negro. These findings cast light on the capacity and interest of Negroes in participating in voluntary community action program."

103. *Detroit Area Setting—Population Changes and Characteristics*, John J. Musial, Detroit Commission on Community Relations, Community Renewal Project, 850 Guardian Building, Detroit 26, Michigan.

This statistical summary and commentary documents the racial characteristics of the Detroit area population as to age, residential distribution, access to housing, employment, income and education. This statistical summary, however, clearly demonstrates a sharp discrepancy between the average circumstances of whites and Negroes. Many immigrant groups in the past have experienced these same differentials. The weight of evidence indicates that discrimination produces inequities in many areas of living, which in turn become part of a vicious circle that cannot be easily broken by those enclosed therein. The difference is essentially a product of unequal opportunity." The study was published by the Detroit Commission on Community Relations in June 1963.

104. *Some Demographic Characteristics of the Non-White Population of Texas, 1960*, Robert H. Talbert, Texas Christian University, Fort Worth, Texas.

The author presents some demographic characteristics of the non-white segment of the Texas population in 1960, as well as those of the white segment. The figures reveal that Negroes comprise 98 per cent of the non-white group. The trend of this group is toward a rapid growth in numbers in metropolitan areas concentrated in the eastern part

of the state. Finally the author points up the difference in educational level and income for the white and non-white groups.

105. *Integrated Housing: A Purchasing Dilemma*, Aaron J. Spector, Social Science Department, National Analysis, Inc., Philadelphia, Pennsylvania.

The research project and study consisted of "personal interviews with: (1) all whites who withdrew their deposits on purchase of a house in an integrated development; (2) a sample of white prospective purchasers; (3) an area sample of whites in areas from which white buyers come; (4) a sample of Negro prospective buyers."

The author arrived at the conclusion that: "(1) Whites and Negroes look for the same things in housing. (2) Only a small percentage of whites who are actively looking for a house will buy in an integrated development. (3) Negroes who would buy in this development are different, in many respects, from a random sample of Negroes in the community."

106. *The Economic Status of Negroes in the San Francisco-Oakland Bay Area: A Report Based on the 1960 Census of Population*, Donald Mayall, California Department of Employment, San Francisco 2, California.

"Between 1940 and 1960 the Negro population increased at a rate six times that of the total population in the San Francisco-Oakland area. The increase was largely a result of migration from the rural South. The average age of Negroes was lower than that of the general population. The median number of years of school completed was 10.3 for adult Negroes compared with 12.1 for all adults. In April 1960, when 5.5 per cent of the Bay Area labor force was unemployed, non-white unemployment exceeded 11 per cent. The income received by Negroes in 1959 averaged \$1,000 lower than that of white workers. Negroes tended to be in low-paying, semi-skilled or unskilled service jobs."

107. *Employment and Income by Age, Sex, Color and Residence—Detroit Metropolitan Area*, John J. Musial, Detroit Commission on Community Relations, Detroit 26, Michigan.

The tables in this report are derived from the 1960 census and summarize essential employment and income characteristics of persons and families in the Detroit Metropolitan Area. The data have been broken down to provide comparisons between whites and non-whites, males and females, sub-

urbanites and city dwellers. Changes which occurred during the last decade are also shown. Since almost 99 per cent of the area's non-white population is Negro, these terms have been used interchangeably.

While references to discrimination have been avoided, the consistency and magnitude of the differences between whites and non-whites is such that "discrimination" is the only factor that can logically account for the overwhelming differences.

108. *Survey of Ohio College and University Placement Offices with Regard to Job Placement of Minority Students*, Ohio Civil Rights Commission, Columbus, Ohio.

This survey covered some 41 colleges and universities including all the larger institutions—tax, church, and privately supported.

"Almost half of the placement offices reported receiving discriminatory job orders... General discussion revealed that practically every placement official was inclined to process discriminatory job orders. Job orders discriminating on the basis of race were twice the number of all other discriminatory specifications combined."

In conclusion, the Commission states that: "It is a well established fact that basic changes in civil rights must be undergirded by a strong policy statement from those on the top echelons. Such a policy statement, elaborating and clarifying the law for ready understanding, is needed to constrain the bigot, strengthen the willing but weak, and shield the minority group students from the over protective."

109. *Organization and Administration of Education Programs for Agricultural Migratory Children*, Alfred M. Potts, The Center for Cultural Studies, Adams State College, Alamosa, Colorado.

Professor Potts writes that "agricultural migratory children are culturally and functionally limited because of family and environmental background and because mobility limits school attendance. After a measure of cultural and scholastic achievement and comparative testing for relationship of language and culture to intellect, special curricular materials were developed for experimentation in almost two score special summer terms and several regular term periods. A permanent program, including summer school, was established by law in Colorado following the study. The new four state, four adult migrant project will have, as its objective, experimentation and development of education programs to fulfill the measured needs of agricultural, migratory adults."

Although this project in adult migrant education is completed, new studies on the same subject are beginning.

110. *The Image of a Promotable Person*, Garda W. Bowman, Merit Promotion Project, The National Conference of Christians and Jews, New York, New York 10019.

The purpose of this study was "to analyze the image of success in the minds of management in the New York metropolitan area during the early 1960's, with some estimation of the economic and human consequences of a fully implemented policy of promotion on merit alone. The aim was to formulate rather than to test hypotheses.

The 'unwritten' law appeared to have greater impact upon promotion practice than policy statements about equality of opportunity. In business generally, this unwritten law seemed to be based on the assumption that a promotable person must be white, young, male and born on the U.S.A. mainland... The principal cause for racial inequality seemed to be fear of the effects of merit promotion upon productivity, profits and prestige. This fear was not based upon actual negative experiences. It was fear of the unknown and untried... With a relatively small number of respondents in an unexplored field, no definitive answers can be given. However, the findings suggests that merit promotion can and does work."

111. *Factors Associated with Members and Types of Self-Perceived Problems of College Male Freshman*, Glen T. Nygreen, Department of Sociology, Hunter College, Bronx, New York; and Paul O. Greenberger, Kent State University, Kent, Ohio.

An analysis by religion (Protestant—Catholic—Jew) using the Mooney Problem check list, this study "utilized a residence hall population of 700 freshmen (236 Catholics, 354 Protestants, 29 Jews, 54 others). Factors found related significantly to reported number of problems included: a language other than English spoken at home, religious preference (those having no religious preference reported most problems, Catholics next, Jews the least), father's religious attendance (inverse relationship). Types of problems reported did not vary significantly according to the above factors. Some clear patterns of types of problems reported, however, did show up according to religious preference."

112. *Changing Negro-White Relations in the United States: An Analysis and Interpretation*, Walter

B. Watson, Department of Sociology, University of Washington, Seattle 5, Washington.

The author tested three hypotheses: "(1) the present position of the Negro is far from equal to that of the non-Negro Americans; but (2) the long run patterns of change have been and are toward closing the status gap; and (3) these changes are less the product of consciously planned programs of reform than of forces generated in the transition from a rural-agricultural form of society to an urban-industrial one."

113. *Integrated Education*, John J. Walsh, Teachers for Integrated Schools, Chicago 4, Illinois.

This publication, part of an effort which included demonstrations, is based upon the assumption that "...it is possible for public school teachers to take an active role in forcing the conservative Boards of Education to actively integrate the schools. State-ments were made before the Board of Education, in court, when necessary, and to the newspapers."

It was found that: "The overwhelming...majority of teachers are as prejudiced and reactionary in their viewpoints in this area as the people...generally."

Part of this project is ongoing.

114. *Discrimination in Housing in Ohio*, Ohio Civil Rights Commission, Columbus, Ohio.

The major conclusion of this report is that "there exists throughout Ohio a consistent pattern whereby Negroes and other minority groups are denied free choice in housing... Patterns of exclusion, discrimination and segregation have become institutionalized and constitute a major component of the practices of the housing and real estate business... The problem of discrimination in housing and its effects on the general welfare of the state requires the passage of legislation comparable to the magnitude of the problem.

115. *Industrialization and Race Relations*, Herbert Blumer, Department of Sociology, University of California, Berkeley 4, California.

Professor Blumer's study consisted "of a critical examination of the relation of industrialization to race relations on a world wide basis. The chief finding is that contrary to general belief industrialization does not operate to undermine an established racial order; instead it fits inside the framework of such an order and takes on itself the full character of that order. The transformation of the

racial order must be sought in the play of non-industrial influence—chiefly of a political nature.”

116. *Reciprocal Relations Between Clientele and the Program of Services in a Settlement House*, Sister Winifred Kilday, Department of Sociology, Marillac College, Normandy (St. Louis) 21, Missouri.

Sister Kilday's work consisted of a study in depth of a "densely populated, deteriorating neighborhood in metropolitan Chicago during 1961-1962, with a view to ascertaining the response of the agency to changes (and they were many and radical) in population composition, structure and its needs over a 10-year span." The approach to the study was ecological and focused on the cultural and sub-cultural factors at work and in conflict, and elements and dimensions in the role of the given social institution in the changing community area.

117. *Record of Negative Reactions of Fraternity Members*, Mary Alice Ericson, Department of Sociology, Coe College, Cedar Rapids, Iowa.

Professor Ericson's material, obtained by participant observation, is a record of negative reactions of Coe fraternity members to a faculty proposal to deny use of college facilities to social groups which denied students the opportunity to belong because of race, religion or nationality.

118. *Juvenile Delinquency in Racially Mixed Area in Washington, D.C.*, Charles V. Willie, Washington Action for Youth, Washington 5, D.C.

The study, conducted by the Committee on Juvenile Delinquency sponsored by the President, explored problems involving all youth referred to the courts during a 33 month period. More than 6,000 cases were analyzed by "residential area, socio-economic status and race. The hypothesis tested is that delinquency rates are higher in racially mixed than in racially homogeneous areas of similar socio-economic status."

119. *Intercommunity Relationship*, Nirod Mukerji, Department of Applied Psychology, University of Bombay, Bombay, India.

Professor Mukerji analyzed the historical material available and posed the question, "whether the Indian community was socially integrated prior to the advent of freedom"? His findings indicate that the community was not integrated.

120. *Ludlow Research Project*, Eleanor K. Caplan and Marvin B. Sussman, Department of

Sociology, Western Reserve University, Cleveland, Ohio.

The project is a five year study involving a panel of 167 residents randomly selected from a total population of 419. It consists of an analysis of factors associated with movement in and out of a bi-racial, middle class residential area.

121. *Attitude and Behavior in a Middle Class Bi-Racial Neighborhood*, Eleanor K. Caplan.

This study was Dr. Caplan's Ph.D. dissertation and part of the over-all five year study of the Ludlow Research Project.

122. *A Study of the Interrelations of Education, Social Class and Intergroup Attitudes Among Youth and Adults in England, France and Germany*, Melvin M. Tumin, Department of Sociology and Anthropology, Princeton University, Princeton, New Jersey.

This study, using national area probability samples in all of the three countries mentioned in the title, has come to conclusions based on 700 case studies in each area.

123. *Perspective by Incongruity*, Louisa P. Howe, Harvard School of Public Health, Boston 15, Massachusetts.

This study is based on psychoanalytic hypotheses concerning stages of psycho-sexual development, as institutionalized in various segments of society, in relation to patterns of expressing prejudice.

124. *Urban Extension*, O. Otto Von Mering, School of Medicine, University of Pittsburgh, Pittsburgh, Pennsylvania.

In this staff study, the group concerned itself with the programming of urban extension in a bi-racial extension community, "or the university's potential role as a participant in urban renewal, but not housing renewal."

125. *Community Survey of Dona Ana: Las Cruces, Anthony, Hatch*, Laiten L. Camien, Department of Sociology, New Mexico State University, University Park, New Mexico.

Professor Camien used a class in "Community Organization" to do a community survey in Dona Ana County. The title represents the cities surveyed. The basic area of research was in the churches of these cities.

126. *Negro and Crime*, Elmer H. Johnson, Department of Sociology and Anthropology, North

Carolina State University, Raleigh, North Carolina.

Professor Johnson's work began as a pamphlet for the Southern Regional Council and has grown into a book. The work is almost completed.

127. *Formal Education in An American Indian Community*, Murray Wax, Emory University, Atlanta, Georgia.

This project was reported in the 1963 *Bulletin*. It was U.S. Office of Education, Cooperative Research Project #1361. It will be published this year.

128. *Annual Housing Report*, Sadelle R. Sacks, Director, Fair Housing Incorporated, Belmont, Massachusetts.

This study reports that "most of the families who were assisted in locating housing settled in previously all-white suburbs during a period when statistics show that non-white population declined in suburban areas and increased in segregated urban neighborhoods."

129. *Survey of Discrimination in Apprenticeship Training in Ohio*, Henry M. Busch, Department of Sociology, Western Reserve University, Cleveland, Ohio.

To be published by the United States Commission on Civil Rights.

130. *Strangers Next Door*, Robin M. Williams, Jr., Department of Sociology, Cornell University, Ithaca, New York.

Professor Williams' book, already published, is based on the Cornell Studies in Intergroup Relations.

131. *Study of Existing Literature and Research on Negro Crime*, Leonard O. Savitz, Department of Sociology, Temple University, Philadelphia 22, Pennsylvania.

Professor Savitz' book will be published in 1964.

132. *Caneville: The Social Structure of a South African Town*, Pierre L. Van den Berghe, Department of Sociology, State University of New York, Buffalo 14, New York.

A multi-racial sugar town in Natal, South Africa, is the site of this community study.

133. *South Africa, A Study in Conflict*, Pierre L. Van den Berge.

This study is a sociological analysis, in depth, of the political and racial conflicts in South Africa.

134. *Factors Affecting the Healthy Emotional Growth and Development of Minority Foster Children in a Suburban Community*, Woodrow Carter and Edna May Davis. Respondent is Paul Schreiber, School of Social Work, Park Avenue, New York 21, New York.

135. *A Study of Integration Policies and Practices in the U.S. Army*, Capt. Wilcox, St. Louis University Center for Human Relations and Research, St. Louis, Missouri.

The following studies were made by Melvin R. Karpas, Juvenile Delinquency Research Projects, Chicago Teachers Colleges—North-South, Chicago 25, Illinois:

136. *Some Education Problems of Children from Immigrant, Refugee and Migrant Families in the U.S.A.*

137. *The Black Muslims as Negro Segregationists.*

138. *The Disadvantaged Child*, with George Barlow.

ONGOING

139. *A Study of the Personal Factors Which Affect the Achievement of Change in Self Perception and Social Behavior*, Allen Menlo, School of Education, University of Michigan, Ann Arbor, Michigan.

This study intends to explore questions of educators and others concerned with planned programs for behavioral change: what factors within and between humans permit, facilitate and restrict the achievement of changes in self-perception and social behavior? The important implications of the results should lie in three directions: addition to knowledge about the planning of specific programs for change in self-perception and behavior, an appraisal of assumptions undergirding phenomenological theory, and an assessment of research instruments employed for collecting phenomenological data.

Data collection instruments used were: 1) A question inventory devised for the project requesting demographic, experimental background, motivational, preferential and group identification information; 2) the Menlo Self Report on Interpersonal

Behavior for assessing the use of three behaviors theoretically essential to the practice of helping relationships toward others, and ten specific behaviors common to everyday experience; 3) the LaForge-Suczek Interpersonal Checklist scored on the basis of the Leary interpersonal system, a means of assessing in detail one's definition of self. The first instrument was administered at the beginning of the workshops; the latter two at the beginning and end. The population was 72 teachers, administrators and social service workers.

The collecting of data is completed; analysis is ongoing.

140. *Social Area Analysis and Social Participation of the Negro Community of Chicago*, P. Uzo Opara, Loyola University, Chicago, Illinois.

The aim of this research project was: "(1) to study the social participation of the Negroes of Chicago in formal organizations and to evaluate the difference in participation that may be related to differences in social rank and urbanization; (2) to examine socio-economic factors that may be related to social participation; (3) to analyze the 1950 and 1960 census tracts of Chicago that contain 40 per cent or more Negroes and classify them as social areas; and (4) to compare the tracts and note the changes that have occurred between 1950 and 1960."

102 census tracts of 1950, and 192 census tracts of 1960 were ordered into social areas. 82 out of the 102 census tracts of 1950 were evaluated for changes that might have occurred between the 1950 and 1960 components of social rank and urbanization. Four of the 192 tracts of 1960 analyzed were selected for the study of social participation. Chapin's scale was utilized. Respondents were classified as: (1) high, (2) medium, (3) low, and (4) nonparticipant.

"Three main hypotheses were developed for the study of social participation: (1) Respondents from social areas of relatively high social rank will be more extensively and intensively involved in formal associations than those from areas of low social rank. (2) Respondents from social areas with relatively high urbanization will participate more extensively and intensively in formal associations than those from areas with low urbanization. (3) Respondents from social areas of relatively low social rank will more frequently establish and maintain formal association ties by less sociable motives than those from social areas of high social rank....

Hypotheses 1 and 2 were borne out."

141. *The Great Cities Project*, Frances R. Cousens, Great Cities School Improvement Project, Detroit, Michigan.

Mrs. Cousens writes that the design formulation, still in progress, will focus on the general area of developing indigenous leadership among lower class and working class adults. It is also aimed at improving identification and involvement with local public schools. The project is experimenting with "varied techniques of working with lower class youth and adults. Within the school it is aimed at improving competence of children...[and] teachers... In a community served by each school, a school community coordinator who is trained in social work methodology works with adults by providing...classes, leaderships training and experience."

Major hypothesis: "... New entrants to the urban community require assistance in adjusting to this milieu; parents lack the requisite skills to help their children do well in school; children require remediation in academic subjects and, in some cases, aid and/or referral for help with personal problems. The average school is not properly staffed to provide these services and, therefore, additional personnel specially trained... are needed... Evaluation will be done through systematic measurement of academic achievement, behavioral and attitudinal change on the part of students, teachers, school administrators, parents and community leaders."

142. *Study of Three Small Iowa Communities*, William Erbe, Iowa Urban Community Research Center, State University of Iowa, Iowa City, Iowa.

This study uses a questionnaire to determine the strength of socio-economic status, social participation, alienation and propensity to be interested in new political parties and movements, including certain right-wing extremist organizations, peace movements and world federalism.

The author conducted a "study of three samples of approximately 200 each from three small Iowa communities (pop. 6-11,000). The basic theoretical orientation was similar to that of William Kornhauser, *Politics of Mass Society*. Main dependent variables of interest: (1) political participation, (2) interest in present and possible social movement—especially Negro civil rights, right extremist, and peace movements. Main independent variables: three published scales of alienation (Dean, Nettler, Srole). Other variables of interest include socio-economic status and social participation."

The findings stated: "Iowans are neither very interested nor informed about Negro civil rights

organizations; very interested but not informed about peace movement... Alienation shows a fairly good association (negative) with political participation when no other factors are controlled: elaboration shows that association is mainly due to negative association with social class and organizational participation. Since alienation does not appear to be a cause of either of these, the associations are dismissed as spurious. Organization participation shows an association with political participation, independent of socio-economic status..."

143. *Chamorro-Carolinian Relations in the Marianas*, Robert R. Solenberger, Department of Social Science, Bloomsburg State College, Bloomsburg, Pennsylvania.

This is a proposed doctoral thesis in Anthropology "designed to trace the contact between these contrasting groups of Pacific islanders throughout the eight inhabited islands of the Marianas chain. After a review of probable prehistoric and early colonial contacts, the history of the immigration from the Caroline Islands into the Marianas will be detailed for the period from 1805 to the present. The demographic, social, political, economic, religious, linguistic and cultural characteristics of both the Chamorro majority and the Carolinian minority in the Marianas will be summarized, with special attention to modifications produced within each group in these spheres. The historic impact of successive Spanish, German, Japanese and American rule on intergroup, social and cultural dynamics will also be assessed.

The important theoretical outcome of such a thesis on Chamorro-Carolinian acculturation should be the isolation of differential and selective factors (a) causing each group to modify certain cultural and social traits and not others, and (b) causing certain communities to adopt contrasting degrees of socio-cultural assimilation and separation. It would be desirable to relate these social and historical distinctions to generalizations (as made by Alice Joseph and Veronica Murray in "Chamorros and Carolinians of Saipan") concerning contrasting Chamorro and Carolinian basic personality structures, using results of projective tests..."

144. *Training and Organizational Factors in Police Job Performance*, John H. McNamara, American Institute for Research, New York City Police Academy, New York, New York.

This study focuses on the development of interpersonal skills in police officers. It is divided into two parts: role learning and role training. The first is a longitudinal study of two groups of re-

cruits who have been working in the field for 6 and 18 months, focused on their socialization into the role of the police officer, and especially on the development of interpersonal skills. Determinants of the socialization process are sought in their earlier role conceptions, their later experiences in the Police Academy, and later in the field.

"A number of commonly held hypotheses are being tested such as the one which has to do with the development of authoritarian personality traits. The influence of attitudes towards police supervisory practices on the face-to-face interaction of police with the public is being probed along with the effect of legalistic modes of thought on this interaction. The role training study involved the development of a training program, utilizing role-playing techniques, aimed at better preparing [police] recruits...for the peaceful gaining of compliance from resistant citizens. These exercises are being presently conducted and will be evaluated."

145. *Erase*, R. Allen Davis and Leslie Malass, University of South Florida, Tampa, Florida.

Dr. Malass outlines his project as "a controlled pilot project to demonstrate that the achievement level of the culturally disadvantaged child can be raised through an ordered program of volunteer tutorial assistance...to demonstrate whether or not a volunteer program of tutorial assistance can overcome experiential deficiency as measured by competency in language, arts and arithmetic; stimulate motivation for learning; and commend itself for future inclusion in a program of public instruction, not as an option but as a structural element.

The California Achievement Test was administered to all children enrolled in the 4th grade in two representative Negro elementary schools. 60 of those tested were selected for participation in the pilot demonstration...

Teachers reported advances in skills, rousing of motivation, improvement in peer-relationships, and reinforcement of self-competency..."

146. *Attitudes Towards Ethnic Groups on Oswego and Cortland Campuses*, Donald Snygg, Department of Psychology, State of New York College, Oswego, New York.

The purpose of the study is: "to investigate the attitudes of a sample of college students towards certain ethnic, religious, political, and social groups. [We used] a similar study... by Eugene Bartley... as our guide. By selecting samples at two different units of the State University of New York, we

planned to determine the difference, if any, between attitudes of students at the two schools.

Our hypothesis was a double one. First, we assumed that there would be no significant difference in attitudes between the students at the two schools. Second, we assumed that there would be a significant difference between the groups that did and did not sign their names.

Our sample included two groups. The first consisted of 207 students...at Oswego. 89 per cent of these were asked to sign their names and 118 remained anonymous. [In] the second group... [consisting of] 149 students...at Cortland,...70 signed names."

The measurement device used was a modified version of the Bogardus Social Distance Scale.

147. *The Policies, Problems and Patterns of Campus Religious Organizations in State Colleges and Universities*, Carroll D. Clark, Department of Sociology and Anthropology, University of Kansas, Lawrence, Kansas.

The study involved a series of interviews with campus chaplains: priests, ministers and rabbis. The sample covered eleven state universities.

In an appended statement, Professor Clark said, "...We seek in this project answers to questions concerning aims, problems, functions, policies and programs of CRO's (Campus Religious Organizations) in tax supported colleges and universities. Relations of CRO to local church (or synagogue), to university administration and faculty, and to higher echelons of domination are explored.

We have found evidence that separation of church and state is a variable and is largely mythical; that CRO programs are veering from superficial play for members to deeper levels; that campus ministry involves serious role conflicts and that CRO movements invite, if not ecumenicity, at least less denominational bias."

148. *The Pattern of Compliance and Avoidance*, Robert Zuckerman, Social Science Department, University of Miami, Coral Gables, Florida.

The research deals with Greater Miami's reactions to the 1954 desegregation decision. "It is a political and sociological analysis of the litigation, administrative action and roles played by white and Negro leadership in this area."

The hypothesis states: "Cosmopolitan areas such as Greater Miami can avoid violence... Negro leaders, though absent from the power elite, have

access to the power elite... Where school desegregation has taken place in Dade County through 1963, the result has been an ultimate resegregation from white to Negro." Historical, empirical research, polls, questionnaires and interviews are being utilized.

149. *The Role of the Negro Public School Teacher in the Process of School Desegregation*, Richard A. Lamanna, Department of Sociology, Duke University, Durham, North Carolina.

This research project has been designed "to provide answers to the following four basic questions about the role of the Negro school teacher in the process of school desegregation: 1) What do Negro teachers think about school desegregation and how does it affect their behavior in the classroom and the community? 2) What are the personal and contextual determinants of militant attitudes and behavior? 3) How does their vested interest in segregation affect their attitudes and behavior regarding school desegregation? 4) How does their marginality and exposure to structured strains affect their attitudes and behavior regarding school desegregation?"

The study surveyed the attitudes and activities of over 400 Negro teachers in North Carolina.

150. *Attitudes of Jewish High School Youth Toward Catholics, Protestants, Jews and Non-Church Members*, Rosemary S. Bannan, Department of Sociology, Loyola University, Chicago 26, Illinois.

Mrs. Bannan sampled 762 urban Jewish high school students attending both parochial and public high schools. Her major hypothesis was: "Relation of frequency of personally and vicariously experienced discrimination and prejudice to religious group intolerance...relation of intolerance to contact; attendance at religious services; sex."

Remmers' Master Scale for measuring attitudes on interreligious group relations was used. Findings: "...frequency of personally experienced to negative attitude towards Catholics. Boys experienced 'victimization' more frequently than girls—boys' attitudes more frequently negative. Attendance at religious services not related to intolerance. General negative attitude toward non-church members."

151. *Formal Education in An American Indian Community: A Study of the Educational Problems of Indian Children in the Context of the Relations Between Indian and Non-Indian on the*

Reservation, Murray Wax, Emory University, Atlanta 22, Georgia.

The hypothesis is that the generally poor educational achievement of American Indian youngsters is rooted in a community situation and no longer is a function of inadequate schools. The lack of preparation of the child coming from a traditional Indian home where English is not the primary language is a significant handicap. There are three further sources of difficulty: the disharmony between the values of the school and those of the home; the difference between the notions of suitable and possible careers presented by the school and by the home; and the fact that education is believed to be a threat to identity as an Indian.

- 152. *The Middle Class Negro American's Stake and Status in the Ghetto*, Thomas F. Pettigrew, Department of Social Relations, Harvard University, Cambridge 38, Massachusetts; and Howard Freeman, Lewis Watts, Helen Hughes, Brandeis University, Waltham, Massachusetts.**

This particular study is part of a much larger effort under the general direction of Howard Freeman of Brandeis University. The work concerns itself with "a study for Boston Urban Renewal, focusing on 250 largely middle-class Negro families in the path of urban renewal in Roxbury, the local Negro ghetto. Many research problems are involved, one being the correlates of housing desires and behavior among Negroes with the money to move to white suburbs."

Methodology: "The sample was probability determined, within the middle-income range, and two waves of individual, poll-like interviews were held."

- 153. *Factors in Informal Campus Culture Which Influence Adaptation Values of Negro Students to Conditions of University Life*, Aaron Bindman, as reported by Robert W. Janes, Department of Sociology, University of Illinois, Urbana, Illinois.**

"The focus of this project is the discovery, based on the study of old university yearbooks, that a declining proportion of Negroes in the state of Illinois are graduating from the University of Illinois at Urbana. The focus of the study is the composition, activity and history of undergraduate peer groups. A number of student reports have been made on the operation of these peer groups in dormitories, sororities and campus. The problem is to determine if these groups function to encourage the Negro student to continue his academic work to graduation."

- 154. *Soviet Nationality Policy in the Baltic States*, Antanas Musteikis, D'Youville College, Buffalo, New York.**

"This study tries to determine how much Soviet nationality policy strengthens the 'Soviet Society' and how much it is a cause of tension between Russian and non-Russian nationalities. Data are taken from structured interviews with Baltic nationals who recently have left the country of their birth; from Soviet published sources, propaganda, literature, art, etc.; from group discussion of recent arrivals; and from personal experiences of the researcher. Preliminary findings indicate that it is only linguistic nationalism and some ethnic [nationalism] that is tolerated in the Soviet Union and increasing Soviet Russian nationalism generates more tension than 'before.'"

- 155. *The Effective Community of the Adolescent*, Derek V. Roemer, Adolescent Process Section, Mental Health Study Center, National Institute of Mental Health, Adelphi, Maryland.**

This is a study of "community" as a psychological entity. The total population of male adolescents in one census tract adjacent to Washington, D. C. is being studied. All subjects are Negro. There are two research operations: (1) one-week time-sample of "itineraries" of subjects outside home and school; (2) intensive interview and observation, study of the behavior settings entered by subjects. Indigenous adolescents, serving as research staff, organize all other adolescents in the study area and collect data from them.

- 156. *Mass Media Socialization of Negro and White Adolescents*, Walter M. Gerson, Department of Sociology, University of Minnesota, Minneapolis, Minnesota.**

Professor Gerson used 350 Negro and 272 Caucasian adolescents, living in the San Francisco Bay area, as the basis for his research. In his survey, "the mass media of communications are treated as a potential agency of socialization for young persons. Two socializing functions of mass media are analyzed: norm-acquiring and reinforcement behaviors.

Data were gathered by survey research methods in California . . . Mass media socialization behaviors of the two racial categories were compared under various conditions.

It was found that, under almost all the conditions which were considered, more Negro adolescents used the MM as an agency of socialization than did white adolescents. Preliminary analysis of the data sug-

gests that many Negro teenagers are using the media to learn to behave like white persons (i.e. in a socially accepted way)."

157. *A Functional Analysis of a Negro Suburban Community*, Walter M. Gerson.

In this project, Dr. Gerson used the interview technique with a sample of 284 persons. He hypothesized that, "the suburban Negro community is merely an extension of social processes which are usually associated with the central cities of metropolitan areas. It is expected that analysis of segregated minority communities will suggest a similar mechanism of maintenance, whether the community is located in an 'urban' central city or in a 'suburban' locale.

A functional analysis of a California suburban Negro community will be made from data on several social structural, social psychological, and ecological factors. Interview data were collected... Data are in the process of being analyzed. It is felt that a contribution to sociological theory can be made through intensive analysis of the data, implications of the findings, extensive comparison with findings of other minority communities, and, finally, by stating propositions relative to the sociology of minorities."

158. *The Pattern of Interracial Marriage in California*, David M. Heer, Department of Sociology, University of California, Berkeley, California.

This project is "an analysis of the official California data on marriage between whites, Negroes and [members of] other races...for the period 1954-59. The major hypothesis is that for each of the three racial groups, the rate of intermarriage will vary inversely with the size of that racial group in the total population of marriage eligibles. Other characteristics of interracial marriages in California will be compared with data for other states in other time periods."

159. *Some Projections of Future Interracial Marriage in the United States*, David M. Heer.

This research study contains "an exposition of three models of future interracial marriage in the United States and will show for each model the number of generations necessary to achieve complete racial amalgamation."

160. *Cultural Integration and Economic Absorption*, Lyle W. Shannon, Department of Sociology

and Anthropology, University of Iowa, Iowa City, Iowa.

Professor Shannon used samples of Mexican-Americans, Negroes and Anglo-Americans interviewed in Racine, Wisconsin in 1959, 1960 and 1961, to determine factors which facilitate or impede cultural integration and economic absorption of migrant laborers.

161. *The Adjustment of Migrants in the First Year in the Metropolis*, Harvey M. Choldin, Community and Family Study Center, University of Chicago, Chicago 15, Illinois.

"This study consists of a sample survey of persons who have migrated to Chicago (N=1560). Respondents are interviewed intensively about motives for migration and experiences and feelings during the first year in the city..."

Two major hypotheses will be examined: 1) that primary group affiliation and support promote adjustment; and 2) that certain pre-migration personal resources promote adjustment. The sample includes Negroes, Latin Americans, rural Southern whites and European immigrants.

162. *Housing Patterns and Practices in Ann Arbor*, Eugene Finegold and Lynn Eley, Department of Political Science, University of Michigan, Ann Arbor, Michigan.

"Research during the past year has been on the provisions and effects of fair housing legislation in other cities, as well as on housing patterns and practices in Ann Arbor. This has been carried on through examination of census data, official reports of human relations agencies and interviews...[We] are also preparing a case study of ongoing attempts to enact fair housing legislation in Ann Arbor."

163. *Fraternities*, Andrew G. Twaddle, Department of Sociology, Brown University, Providence, Rhode Island; and Warren L. Molton, University of Connecticut, Storrs, Connecticut.

This is to be a source book on college fraternities with a number of original articles among the collected materials. "The book is to be divided into four sections [including] papers on the history and current place of the fraternity...papers by the clergy on the moral and religious issues surrounding fraternity membership...papers by college administrators giving their positions and the stands taken by various schools...papers by fraternity men defending the system...papers from the behavioral scientists surveying the research in this area."

164. *The Positions of Organizations of Negro Public School Teachers in the South Concerning Desegregation*, Jonas O. Rosenthal, Department of Sociology, Colby College, Waterville, Maine.

Professor Rosenthal's study, reported in the 1963 *Bulletin*, used a sample of 700 state, district, county and urban Negro teachers organizations in the South. He is attempting to ascertain what statements they have made pro and/or con on the question of desegregation of students and/or faculties of public schools.

165. *The Negro Teacher*, Donald L. Cohen, Department of Sociology and Anthropology, Pennsylvania State University, University Park, Pennsylvania.

This study analyzes the basic reactions of Negro teachers to impending desegregation. "A sample of 25 Negro teachers in summer residence at the university was taken in order to ascertain what ambiguity, if any, is to be found at different levels of public schooling relative to impending desegregation."

166. *Cultural and Social Characteristics of Parents Seeking Plastic Surgery of the Nose*, Frances Cooke Macgregor, Department of Social Science, Cornell University-New York Hospital School of Nursing, New York 21, New York.

This is an analysis of raw data collected on 89 patients wanting to change the shape of their noses. Particular attention is given to the social and cultural components in the motivations of patients requesting plastic surgery. Data were collected in the course of a large study consisting of intensive interviews and projective tests before and after surgery.

167. *A Continuing Study of an Interracial Urban Redevelopment Area*, Eleanor P. Wolf and Mel J. Ravitz, Wayne State University, Detroit, Michigan.

Lafayette Park, including its open school, is the scene of this study. The research is based on "observation and home interviews with householders who came to live in this central city redevelopment area...why they came, what satisfactions and problems they find there. Particular attention is directed to interracial aspects of this situation."

Part I of this study is completed.

168. *Intergroup Relations in Ireland*, Alfred McClung Lee, Department of Sociology and An-

thropology, Brooklyn College, Brooklyn, New York.

Professor Lee's study is based on field work in Ireland in the years 1955, 1958 and 1961. He feels the need for further field work before a definitive study is published.

169. *Elite Control and Welfare Organization*, Mayer N. Zald, Department of Sociology, University of Chicago, Chicago 37, Illinois.

This study, an analysis of the process of organizational adaptation, consists of an attempt to determine the adaptation of the YMCA to changes in its clientele. Questionnaire and field observations are being utilized.

170. *North Philadelphia Program*, Herman Neibuhr, Temple University, Philadelphia 22, Pennsylvania.

Dean George H. Haganir writes: "...At present, staff members and associates are involved in a research action program focused upon social rehabilitation in the depressed North Philadelphia area... This is a large experimental effort..."

171. *Project Untitled*, Ira H. Holland, East Los Angeles College, Los Angeles, California.

There is no research title for this series of projects involving intergroup relations in social welfare agencies. These groups provide leadership to other agency groups and serve, simultaneously, as subjects; for "they are interracial, interfaith and intercultural."

172. *A Continuing Study of a Northwest Detroit Integrated Neighborhood*, Eleanor P. Wolf, Department of Sociology and Anthropology, Wayne State University, Detroit, Michigan.

This study covers the Bagley Area. It was begun in 1960 and is based on interviews and observations. Attention is especially directed "toward the factors which have contributed to the stability of this neighborhood which has thus far shown a *very* slow rate of racial transition."

173. *Educational Programs and the Diffusion of Innovation*, Alan Booth, Office of Adult Education Research, University of Nebraska, Lincoln, Nebraska.

This study, part of the program at the Nebraska Center for Continuing Education, focused on "the patterns of adoption of educational programs on a

variety of subjects. Sample consists of participants and non-participants . . ."

- 174. *To Determine the Extent of Unemployment of Youths*, Donald C. Marsh, Department of Sociology, Wayne State University, Detroit, Michigan.**

This study is attempting to determine the extent of unemployment of youths who are out of school in the Detroit metropolitan area; to determine what work is carried on by various public and private organizations in this area in Detroit and in other metropolitan areas; and to make recommendations.

- 175. *Group and Self-Conceptions Among Nursery School Children*, Judith Porter, Department of Sociology, Cornell University, Ithaca, New York.**

The design of this study was based on the work of Kenneth Clark and Mary Ellen Goodman. "New techniques and controls, hopefully, will lead to clearer influences than are now possible." Methodology: "... interview and doll-play study of 20 Negro and white children."

- 176. *The Needham Project in School Community Relations*, Donald C. Klein, Human Relations Center, Boston University, Boston, Massachusetts.**

This project delves into action research and "into the effectiveness of sensitivity training procedures for improvement of relationships between school officials and community groups."

- 177. *A Program for Reducing Tensions in a Small New England Town*, Donald C. Klein.**

The direction of this program was toward "evolution of a community development approach, utilizing sensitivity training of a select group of community leaders, upon the nature and effectiveness of intergroup collaboration in a small town in north-east Maine."

- 178. *Family, Friends and Prejudice*, Richard Troischt, Department of Sociology, Cornell University, Ithaca, New York.**

This study consists of an analysis of 200 Cornell University students and their attitudes as shaped in the study which "replicates Hamblin's design and methods (*Social Problems*, X, 2, Fall 1962). Data obtained directly from parents and friends will permit a check on projective bias in self-reporting on social influences."

- 179. *Attitudes and Information Regarding Catholic Education*, Dan Cahalan, Nowland and Company, Greenwich, Connecticut.**

This is a confidential, multi-phased study of local and national opinion leaders in the field of higher education, "of faculty at Jesuit Colleges, and students at Jesuit and control non-Catholic colleges; and alumni of Jesuit Schools."

- 180. *Project Untitled*, Rolf Schulze, Community Progress, Inc., New Haven, Connecticut.**

"CPI is undertaking a considerable number of basic research and evaluation studies in the areas of human (urban) renewal action to open equal opportunities in housing, employment, schools and other facilities."

The following are a series of studies under the Coordinator of Research, Norma L. Newmark, New York City Board of Education, Brooklyn, New York:

- 181. *Student Teacher Attitude Questionnaire*—A study in cooperation with the Bureau of Educational Program Research. "Statistics from a pilot study initiated in the Human Relations Unit in Spring, 1962 with 50 student teachers at Hunter College. The fully study includes all student teachers at the City Universities and Colleges in the September, 1962 semester."**

- 182. *Student Teacher Attitude Questionnaire*—A study of 462 student teachers at Hunter College who were "questioned before the start of their student teaching experience in February, 1963, and are responding to another questionnaire, similar in many sections, at the conclusion of their student teaching in May, 1963."**

- 183. *A Social Attitude Questionnaire*—The test, "devised by Dr. Meyer of the University of Michigan, is intended to probe the social awareness of teachers and social workers. The teachers involved in the study are enrolled in two in-service courses given by two community coordinators. The teachers responded to the questionnaire at the first session of the course and are being asked to respond to the same questionnaire during the closing session of the course . . ."**

- 184. *A Study of the Aspiration Levels of Puerto Rican Youth*—The material concerns "the**

aspirations of Puerto Rican youth born here and on the island . . ."

185. *A Sociometric Study* in six schools and selected classrooms in the "integration of open enrollment students into hosts schools..." This study is completed.

186. *Criminal-Victim Relationships in Crimes with Violence*, Stephen Schafer, Department of Criminology and Correction, Florida State University, Tallahassee, Florida.

The objective of this research project was "to examine the victim of crime in relation to the criminal and his crime, in order to set up types of victims or patterns of victimization."

187. *Correlates of the Rokeach Dogmatism Scale*, Harold A. Korn, Counseling Center, Stanford University, Stanford, California.

The purpose of this study is to examine several aspects of student performance in order to determine the relationship between performance and dogmatism scores. The research sample consisted of college students in a history course.

188. *Survey of Employers in City of Ypsilanti*, Israel Woronoff, Department of Education, Eastern Michigan University, Ypsilanti, Michigan.

Professor Woronoff's study consists of surveying all employers in the city of Ypsilanti who have five or more employees as to their hiring practices in regard to Negroes.

189. *Personality Characteristics of Seminary Students*, John M. Vayhinger, Garrett Theological Seminary, Northwestern University, Evanston, Illinois.

Dr. Vayhinger's study, reported by the National Institute of Mental Health, consists of sampling the attitudes of students in the seminary in which he lectures.

190. *Work Images and Work Styles in the Aerospace Industry*, David L. Wolfe, Long Beach State College, Long Beach, California.

This study consists of a survey of intergroup relations among professionals in industry.

191. *Cross-Sectional Study of New Haven Youth Before and After*, Rolf Schulze, Community Progress, Inc., New Haven, Connecticut.

This research project concentrates on employment, the large family, and juvenile delinquency.

It is part of a program devoted to creating equal employment opportunities in New Haven.

192. *Description and Development of the College Student Questionnaire*, Richard E. Peterson, Educational Testing Service, Princeton, New Jersey.

"The College Student Questionnaires are being developed to facilitate the gathering of a large amount of diverse information about groups of college students for a variety of research purposes."

193. *Negro Leadership in a Southwest City*, Douglas Jackson, Perkins School of Theology, Southern Methodist University, Dallas, Texas.

Professor Jackson made the "usual use of reputational and situational analysis to determine identity of Negro leaders. There is descriptive data regarding leaders and their activities."

194. *Ambition of Mexican-American Youth*, Celia Stepnicka Heller, Department of Economics and Sociology, Vassar College, Poughkeepsie, New York.

The project attempts to determine "goals and means of mobility of high school seniors in Los Angeles."

195. *An Inventory and Evaluation of Research and Theory on Desegregation*, Melvin Tumin, Department of Economics and Sociology, Princeton University, Princeton, New Jersey.

This project, sponsored by the Anti-Defamation League, is an inventory of the material in the subject area from 1930 to date.

196. *Study of Spanish-Speaking Children in the Southwest*, Herschel T. Manuel, Department of Education, University of Texas, Austin, Texas.

The focus of this study is on the education of Spanish-speaking children in five Southwestern states.

197. *Intergroup Research in Christian Education*, Bernhardt Olsen, Bureau of Research and Survey, National Council of Churches, New York 27, New York.

This project is a content analysis of church education curriculum materials.

198. *Communities in New York*, Irving Ladimer, Vice-President, National Better Business Bureau, New York 17, New York.

This study will concentrate on planning and local expression of ethnic "communities" within the city.

199. *An Historical Study of the U.S. Attitude Toward the Education of the American Indian*, John O. Riedl, Department of Philosophy, Marquette University, Milwaukee, Wisconsin.

The author's study includes "a collection of nineteenth century documents" affecting the American Indian.

The following studies are underway at St. Louis University Center for Human Relations Training and Research, St. Louis, Missouri:

200. *A Survey of the St. Louis Hospitals' Integration Policy and Accomplishments*, Sister Mary Robert Weinal.
201. *An Independent Evaluation of the Program and Improving Communication Through Listening*, Theo Shea and Trafford Maher, S.J.
202. *A Study of Intergroup Relations as Revealed by Content Analysis of Literature Textbooks Used in Catholic Schools*, Sister M. L. Gleason.

The following studies constitute *Research for 1963*, Chicago Commission on Human Relations, Chicago, Illinois 60606:

203. *The Growing Negro Middle Class in Chicago, A Study*.
204. *Selected Characteristics, Avalon Park, 1950-1960*.
205. *Selected Characteristics, Lincoln Park, 1950-1960*.
206. *Selected Characteristics, North Lawndale, 1950-1960*.
207. *Selected Characteristics of the Area Served by Onward Neighborhood House, 1950-1960*.
208. *Report on Census Tract with More Than 39.9 Per Cent Non-Whites Having a Median Family Income of More Than \$6,000 Per Year*.

209. *Residential Patterns of Chicago's Mexicans, Puerto Ricans, Orientals and Southern Whites, A Study with Map*.

210. *Selected Characteristics of the Old Town Triangle and Vicinity*.

The following studies are being made by Jo David Colfax, Department of Sociology, University of Connecticut, Storrs, Connecticut:

211. *Leadership Attrition and Group Performance: An Empirical Test of A Southern Court's Theory (N=150)*.
212. *Union Leaders and the Negro Worker (N=400)*.
213. *Civil Liberties Awareness Among School Children (N=50)*.

The following are a series of six research projects at the Institute for Research in Social Science, University of North Carolina, Chapel Hill, North Carolina:

214. *Personality Development of Southern Rural Children*, E. Earl Baughman, Department of Psychology.
215. *Educational Aspirations and Performance Among Southern Negro Youth*, Richard Cramer, Department of Sociology.
216. *The Effect of Programmed Instructions in Special Skills During the Pre-School Period and Later Ability Patterns and Academic Achievement*, Eugene R. Long, Department of Psychology.
217. *Negro Political Participation in the South*, James W. Prothro, Department of Political Science.
218. *Personality Development of Southern Rural Children*, Halbert B. Robinson, Department of Psychology.
219. *The School Teacher: Social Values, Community Role, and Professional Self-Image*, Richard Lamanna and Richard L. Simpson, Department of Sociology.
220. *A Compilation and Validation of Basic Sociological Concepts for Secondary School Social*

Studies Teachers, Melvin R. Karpis, *Juvenile Delinquency Research Projects*, Chicago Teachers College, North-South, Chicago 25, Illinois.

221. *Informal County Leadership Structure Controls Affecting Educational Policy Decision-Making*, Ralph S. Kembrough, College of Education, University of Florida, Gainesville, Florida.
222. *Causes of Mental Retardation Among Culturally Limited People*, Alfred M. Potts, Center for Cultural Studies, Adams State College, Alamosa, Colorado.
223. *An Evaluation of the Project to Develop A Teaching Program and Curriculum Materials for School Retention and Pre-Employment Needs*, Harry Seligson, School Research Technician, Bureau for Curriculum Research, 130 West 55th Street, New York 19, New York.
224. *Evaluation of Line Supervisors' Reactions to Equal Employment Policy of U. S. Government*, Gordon L. Lippett, Leadership Resources, Inc., Washington, D. C.

CONTEMPLATED

225. *Negro Leadership and the Negro Middle Class*, Robert P. Stuckert, Department of Sociology, University of Wisconsin, Milwaukee, Wisconsin.

Professor Stuckert maintains that, although "many studies have been made of the Negro community and of Negro-white relations, relatively little is known of the Negro middle class. This is partly due to the self-imposed isolation of many middle class Negroes. Furthermore, in many Northern cities, including Milwaukee, the appearance of middle class Negroes in appreciable numbers is a phenomenon of the 1950's... In a city such as Milwaukee, a large proportion of the Negro middle class consists of migrants to the city rather than long term residents.

The proposed research has two goals. The first is to describe systematically the historical, demographic, social and attitudinal characteristics of the Negro middle class in the Northern city... A corresponding sample of middle class whites would also be studied in order to identify which characteristics of the Negro middle class are due to their middle

class status and which to their membership in a racially defined minority group. The second aspect focuses on two types of middle class Negro—the migrant middle class and the emergent middle class—and the roles each plays in the community...

The major hypothesis of the proposed study is that the migrant middle class Negro does not identify with the Negro population and does not define his role in terms of the Negro portion of the community of which he is a part... The [members of the] emergent middle class... are characterized by having ties with the larger Negro population of the city in which they live since they grew up in it...

White and Negro samples will have to be taken in more than one city... The Midwestern cities being considered are Milwaukee, Cleveland, and St. Louis. They are about the same size; they differ in the size and history of their respective Negro populations."

226. *Racial Residential Segregation in Dayton*, David T. Lewis and Harlow W. Gregory, Jr., Department of Sociology, Miami University, Oxford, Ohio.

The envisaged study will concern residential racial segregation in Dayton as measured by distance and direction from the center of the city. It will concern itself with the "relationship of racial residential segregation in Dayton, Ohio to socio-economic variables by census tract."

227. *Housing in Poughkeepsie*, Leslie Koempel, Department of Sociology, Vassar College, Poughkeepsie, New York.

This study will focus on "Negroes and whites" in Poughkeepsie's housing. A Committee on Human Relations has been set up for the purpose of making this study.

228. *Effecting Attitude Changes Before and During Desegregation*, Donald M. Hartsough, University of Florida, College of Education, Gainesville, Florida.

"As the P.K. Yonge [Laboratory School] will be integrated in the school year 1964-1965, we are seriously contemplating a study involving the measures of pertinent attitudes of both white and Negro students and parents before preparation for desegregation, after preparation for desegregation and again after integration has taken place."

LAW: INSTRUMENT OF SOCIAL CHANGE

COMPLETED

229. *Restrictive Practices in Public Accommodations in a Northern Community*, Irving Babow, School of Social Welfare, University of California, Berkeley, California.

Dr. Babow's paper "discusses the patterns and extent of discrimination against minority group members in places of public accommodation in San Francisco, and analyzes the evasive devices used to circumvent laws and regulations against unequal treatment.

Demographic and ecological characteristics of the community studied indicate that the treatment of minority group persons . . . affects a substantial proportion of the population and has repercussions far beyond the city's borders . . . Almost 1 in every 5 San Franciscans is non-white (18.4 per cent of the total), approximately one-fourth of all resident births are non-white, and about 30 per cent of the total population are members of some minority ethnic group such as Negro, Oriental, Mexican-American, or Jewish.

Although, on the whole, minority group individuals in San Francisco have equal and unsegregated access to places of public accommodation and considerable gains have been made in recent years, some important 'pockets' of restrictive practices still remain . . . In these places of public accommodation where discrimination prevails, these practices appear to be the result of various assumptions and expectations . . . that laws are rarely enforced and the burden of proof is on the complainant . . .

The findings . . . suggest that legislation in civil rights is usually insufficient for social control and assurance of equal opportunity and treatment, if it does not include ongoing procedure and apparatus for education, and initiative for compliance."

230. *Evidence, Argument, and Decision in Brown vs. Board of Education*,

Polemics and Reversal of the "Separate But Equal" Doctrine, David B. Strother, Department of Speech, University of Washington, Seattle 5, Washington.

These two titles represent one work. The former is Dr. Strother's Ph.D. dissertation; the latter is a condensation of this work for publication. The study is an attempt to fill in the "necessary chronology of the cases and a synopsis of decisions leading to the May 17, 1954 reversal of the Plessy doctrine of 'separate but equal.'"

The author states, as part of his thesis, that "the validity of social-science testimony must be viewed, first, by its procedural use, and second, by its rebuttal use . . . The U. S. Supreme Court reversed the Plessy doctrine of 'separate but equal' on the basis of the qualitative and quantitative superiority of social science testimony coupled with strong rebuttal argument."

231. *The Legal Mind*, Walter O. Weyrauch, College of Law, The University of Florida, Gainesville, Florida.

Based on interviews with German lawyers, Professor Weyrauch's book deals with "some comparative hypotheses on professional perspectives." According to the author, "the study does not purport to be merely a description of a narrow geographical segment of the legal profession, even though based on informal interviews with German lawyers. It is possible that the legal profession provides an emotional outlet for a specific kind of personality. . . . Lawyers, as a group, contrary to common beliefs and formal resolutions, may have personality traits that counteract or at least retard a wide distribution of democratic values among all persons. Without being fully conscious of the social function of their behavior, they may participate in power plays and rationalize their decisions in terms of seemingly objective standards. In fact, these standards may cover up unconscious predispositions and identifications, which frequently favor the status quo and established power alignments."

232. *Legal Trends in De Facto Segregation*, Ohio Civil Rights Commission, Columbus, Ohio.

This report deals with two stimuli—internal and external. The internal stimulus is provided by "educators, cognizant of their obligations constantly to explore the subject matter of their profession; and the external [stimulus is] from the public-at-large for assurances that maximum benefits of the public schools accrue to all students . . ."

The commissioners feel that there is sufficient evidence to state that "segregation is subject to successful attack not only where it is directly imposed by law but also where it is found to exist because of custom, population distribution, school district . . ." Furthermore, they think that a judicial doctrine has emerged which states that no matter what the cause, racially segregated schools are injurious to students of all races. Therefore, "special efforts, techniques, and principles must be utilized to counteract the existence and effects of *de facto* racial segregation."

This report is intended to service Ohio public schools.

233. *The Genesis of the Southern Negro Student Movement: A Study in Contemporary Negro Protest*, Martin Oppenheimer, Peace Education Division, American Friends Service Committee, Philadelphia, Pennsylvania.

Dr. Oppenheimer's study presents the origins, development and results of the sit-in movement of 1960 within the framework of conflict theory and the theory of social movements.

"Historical data are ordered along traditional lines of life-cycle theory of social movements, and the movement is found to conform to expectations as developed by the literature. A life-cycle theory at the community level is suggested, and ten communities are examined to see what kinds of factors modify this theory. Primary...and secondary... sources are utilized with a view to testing a series of propositions in the literature of social movement and conflict theory...

The study shows...the importance of the presence or absence of conditions commonly associated with the term 'black belt' to the rise and success of the sit-in movement."

234. *Equality and "Protective Discrimination" in India*, Marc Galanter, University of Chicago, Chicago, Illinois.

The author states that the Indian Constitution guarantees all of its citizens "Equality of Status and Opportunity..." He then proceeds to examine the practical operation of these principles. Although it expressly forbids discrimination by the state, the Indian Constitution empowers the state to grant benefits and special reservations for certain deprived groups ("preferential treatment"). "The state also enjoys broad discretion in determining the extent and method of operation of these schemes, leaving little scope for judicial review."

235. *The Problem of Group Membership: Some Reflections on the Judicial View of Indian Society*, Marc Galanter.

In this essay the author deals with the Indian Constitution and how some of the special benefits and preferences authorized by it are employed to benefit previously disadvantaged sections of the population. Then he proceeds to show how the Indian courts have dealt with the problems arising. His conclusion is that the "courts [do] have an opportunity to demonstrate how principles of equality and voluntarism can be implemented in a plural

society with a social structure that is mainly traditional and where status is mainly ascribed."

236. *Report of Service Policies of 2,218 Places of Public Accommodation in Sixteen Cities*, Indiana Civil Rights Commission, Indianapolis, Indiana.

Part one deals with "the tabulation of racial policies of 2,218 places of public accommodation in 16 Indiana cities with populations of 800 or more non-whites... Part two takes a sample of 1,845 places of public accommodation which are providing equal accommodations." Part two reveals that there is little correlation between association and the operation of equal accommodations policy on the one hand, and customer and employee dissatisfaction on the other.

237. *The Legal Status of the American Indian Child: A Study of Jurisdictional Confusion*, Rose Hum Lee, Phoenix College, Phoenix, Arizona.

The problem as seen by Dr. Lee is that, "adoption procedures are hampered by tribal council and county, federal, and state practices and procedures. Social agencies do not have clear-cut authority. Tribal councils are not recognized by statutes but often... interfere. Pressures from tribal members and/or relations further complicate adoptions. The Bureau of Indian Affairs, likewise, does not have final authority. Result: Many Indian minors are neglected and suffer from incorrect upbringing."

238. *Involuntary Institutionalization: Some Legal, Ethical and Social Implications*, Edward S. Sulzer, University of Minnesota, Minneapolis, Minnesota.

The author's thesis is that: "People committed to institutions involuntarily, are committed there on primarily social grounds... The concept involved is that mental illness is not mental and not an illness." He advocates change in committing people to institutions involuntarily because our current system is unsatisfactory and essentially unacceptable in an "open society."

239. *Informal Marriage and Common Law Marriage in the United States*, Walter O. Weyrauch, College of Law, University of Florida, Gainesville, Florida.

This study deals with the cultural influences on law and the family. It emphasizes the impact of caste and class on notions of morality and law, which primarily reflect middle class values."

This study is part of Ralph Slovenko's book, *Sexual Behavior and the Law*.

240. *The Perimeters of Power*, Samuel Krislov, Department of Political Science, Michigan State University, East Lansing, Michigan.

Professor Krislov's paper, read before the American Political Science Association, had as its corollary theme the "patterns of compliance and opposition to Supreme Court decisions."

241. *Civil Rights in St. Louis*, Lorenzo J. Greene, Department of History, Lincoln University, Jefferson City, Missouri.

This study is the result of a series of hearings on civil rights.

242. *Racial Imbalance in Orange, New Jersey*, Dan W. Dodson, Center for Human Relations and Community Studies, New York University, New York 3, New York.

The data contained herein were originally collected for a legal case in which the author testified.

243. *The Administration of Justice in Alabama, 1958-1962*, Albert S. Foley, Department of Sociology, Spring Hill College, Mobile, Alabama.

ONGOING

244. *Compliance with the Executive Order on Negro Employment*, Samuel Krislov, Department of Political Science, Michigan State University, East Lansing, Michigan.

The purpose of this study was to investigate "factors associated with compliance or noncompliance in various executive departments with the Executive order.

The President's Committee on Equal Employment Opportunity has shown Negro employment in the year following the Presidential order varying from the Atomic Energy Commission where it declined 6.3 per cent to the Small Business Administration where it increased 142 per cent. This study attempts to evaluate a series of factors possibly involved in these variations.

...It is hypothesized that a conscious evaluation of the bargaining situation involving many factors listed above takes place on the part of both the original enunciations of policy and the 'recipients' of the policy in the agencies... It is further hypothesized that such breakdowns of mutual perception are more likely to occur when the agency is declin-

ing in its allocation of resources, i.e., that there is a 'Status Decline' problem for agencies as well as for individuals in our society."

245. *The Limitations of Law in Social Ordering*, Kenneth S. Tollett, School of Law, Texas Southern University, Houston, Texas.

Dean Tollett is seeking to ascertain and describe how far law can go "in ordering the relations among men. The problem as [he]... sees it, goes beyond mere intergroup relations in the sense of race relations. Brief surveys of the role of law in race relations in the South and the collapse of civil liberties in Cuba and Ghana will be compared with India."

His hypothesis states: "Law is assuming a position of pre-eminence over these forces. In order for law to take advantage of its new position of pre-eminence, it must adopt some of the techniques, insights and practices of art and religion... Thus, law must take on the symbolic immediacy of art, the myth-making force of religion and the pragmatic reliability of science. Although I hope to find a less invidious sounding adjective for describing my theory of law, I am proposing a propaganda of law theory. My method of investigation is historical, anthropological, and analytically philosophical. The historical background of science is my starting point... My propaganda theory of law will be further elucidated by applying it to the South and, less full scale, to Cuba, Ghana and, perhaps, India."

246. *The March on Washington: A Sociological Appraisal*, Albert E. Gollin, Robert T. Bower and Leonard Goodman, Bureau of Social Science Research, Washington, D.C.

This is a study of the marchers and of general sentiment after the March on Washington. There are also some data on the organization and guidance of the march, and on the press coverage and response, both national and international. The focus is on the organization and channeling of mass response. A secondary emphasis is upon cataloging and characterizing the meaning of the march for the public and the groups which were involved.

"A study [was made] of the paths of mobilization of marchers, of their attitudes toward civil rights issues including civil disobedience, pace of civil rights gains, targets of the march, past activism, political preferences, social support for attitudes... Attitudes and expectations of a cross section of people in the Washington area were assessed. Press coverage... [was] analyzed for themes... TV and radio-film coverage... [was] analyzed, too... Data are presently on hand from

almost 2,000 marchers, a cross-section of 600-700, and a smaller sample of community leaders."

Interviews and questionnaires were utilized in collecting the data.

247. *Negroes in Medicine in California*, Irving Babow, School of Social Welfare, University of California, Berkeley 4, California.

This is a study of the distribution, specialty, and ratio of Negro physicians and an "exploration of factors to be considered in increasing opportunities for Negroes in medicine."

The data analyzed came from the California Medical Association survey of physicians in California, as well as other studies.

248. *Culture of Poverty*, Irving Babow.

This is an analysis of low income Negro and Mexican-American families. The author maintains that "an attempt is being made to explore the value orientations of low-income minority group families and of the middle-class institutions and caretakers. The expectation is that not only communication and rapport may be impeded by divergent preceptors and values; but also that efforts to bring about change and 'upgrading' in education, occupation, use of health and welfare resources, require more empathy and knowledge of the way of life and self-image of the families to be helped."

249. *Survey of Laws and Administrative Procedures Regarding the Psychiatric Patient*, Edward S. Sulzer, University of Minnesota, Minneapolis, Minnesota.

Dr. Sulzer explores the treatment of psychiatric patients in regard to rights, liberties, and due process of law.

The following are a series of four studies being conducted at Survey Research Center, University of California, Berkeley 4, California:

250. *Reactions to the Eichmann Trial*, Charles Y. Glock, Joe Spaeth and Gertrude Selznick.

251. *Political Extremism*, Seymour Martin Lipset and Earl Raab.

252. *Religion and Intergroup Relations*, Charles Y. Glock and Rodney Stark.

253. *Teenage Intergroup Attitudes*, M. Brewster Smith and Jane Hardyck.

254. *Study of Open Enrollment in Six New York City Schools*, Dan W. Dodson, Center for Human Relations and Community Studies, New York University, New York 3, New York.

CONTEMPLATED

255. *Research Project on the Administration of Justice in Alabama*, Ann Schodde, Douglass College, New Brunswick, New Jersey.

The author's proposed study will deal with the role of the police in the area of civil rights and how professionalization of the police can "improve court procedures and the condition of the jails. This has been successful elsewhere and can be accomplished by Alabama."

256. *The Road to Civil Disobedience: Negro Citizens' Quest for Democracy Through Group Action*, Oliver C. Cox, Lincoln University, Jefferson City, Missouri.

SUGGESTIONS FOR FUTURE RESEARCH

This section is devoted to those parts of the spectrum of intergroup relations problems that some of the respondents felt demanded urgent attention. Many individual suggestions are excluded, not because they lacked merit, but because they duplicated, overlapped, or were included in other suggestions.

Prof. Jack A. Shaffer, Humboldt State College, feels the need for a study of "aesthetic preferences

for colors and the development of anti-Negro prejudice."

Dr. Stuart A. Queen, University of Arizona, wants a study to explore "how [one can] account for deviants from prejudice where this is the norm."

Rev. Colman J. Majchrzak, St. Francis College, would like to see more research undertaken on the

"Nature of Prejudice" and on "Religion and Prejudice."

Charles Dailey, Radet Corp., maintains that an important field for further exploration is "research in reduction of inter-class tension and research in individual understanding."

Prof. Charles H. Stember, Rutgers University, feels that more attitudinal studies about Puerto Ricans are necessary.

Dean Roland D. Patzer, University of Vermont, sees the need for more research on the effects of prejudice on students entering college as well as the effect of four years of college education on these prejudices.

Professors Goldman and Warshay of University of Kansas City, feel the need for more "subtle analysis of causation studies needed to counteract the radical environmentalist approach" to the emergence of prejudice.

Dr. G. M. Gilbert, Long Island University, wants to see more studies with an "emphasis on action research, using participant observer techniques rather than experimental or questionnaire [techniques]."

Albert R. Lovejoy, Otterbein College, feels the need for more studies on the radical right.

Dr. M. Grossack, Hull, Massachusetts, thinks two important studies are needed in the field of mass media—one on TV attitudes and the other on the effects of Christian holiday observances on Jewish children.

Prof. Del Samson, Montana State College, feels the need for further studies on Indian-white relations in his state.

Karl Anderson, Wisconsin State College, feels that the following question warrants exploration: "Can we protect the 'rights' of minorities without substituting minority rule for majority rule?"

Bernard Spilka, University of Denver, sees the need for studying "broad patterns of social values in relation to prejudice; and the nature of intra-personal communication between political, social, moral, religious values and prejudice."

Dr. Le Roy J. Day, Alderson-Broadbent College, in keeping with his research interests, wants further studies on mixed racial groups in small communities.

Professor Omer Stewart, University of Colorado, feels that there is a lag in studies involving inter-ethnic group relations.

Prof. Alfred G. Dietze, Michigan State University, feels the need of some detailed studies on the "per-

sonality characteristics of leaders and followers in radical right movements."

Martin L. Hoffman, The Merrill-Palmer Institute, feels that an important and necessary area for research is "the impact of minority group membership on the child".

Dr. Robert F. Peck would like to see studies concerning "the relative lack of vigorous in-group leadership in Latin-American groups."

Dr. Dean G. Epley, Concord College, would like to see some studies concerning factors associated with apathy and lack of development of leadership among Negroes and white ministers in border communities.

Prof. L. K. Northwood, University of Washington, sees the need for studies "on non-violent action as a technique of directed social change."

Clark Johnson, Quaker Service in Algeria, sees the need for some "studies of *de facto* integrated residential areas in urban... centers."

Thomas Pettigrew, Harvard University, would like to see some studies in "... longitudinal aspects of desegregation [before, during, and after]."

Dr. Eugene Feingold, University of Michigan, thinks that a significant gap exists in our knowledge concerning the "effectiveness of various types of anti-discrimination legislation."

Dr. Laurence V. Jordan, West Virginia State College, feels the need, particularly at present, for studies on the "disintegrating effects of desegregation on the Negro community..."

Dr. Robin M. Williams, Jr., Cornell University, notes a lag in many areas but primarily in the knowledge of basic sources of group identity and factors in change of institutionalized discrimination.

Dr. Frances Cousens, Great Cities School Improvement Project, feels that a "systematic evaluation of the effectiveness of various types of anti-discrimination agencies: those who serve a finite constituency, i.e., Negro, Jewish, Catholic agencies..." is highly desirable and necessary.

Sister Winifred Kilday, Marillac College, touches on a relatively unexplored problem area when she asks for research in the field of poverty. She claims that, "there appears to be a tremendous paucity of data relative to the poor—truly the socially and economically disadvantaged groups in our nation. Research is needed pertaining to the lower-lowers and those beneath them—the sub proletariat."

Dr. Walter M. Gerson, University of Minnesota, feels that there is a gap in our knowledge of the

"sociological theory of subcultures—the mechanisms of maintenance..."

Professor Dan W. Dodson, New York University, sees the need for greater study in the "relation of social structure to prejudice."

Fr. Albert S. Foley, Spring Hill College, suggests, as a field of future study, "the problem of resegregation after desegregation."

Dr. Marion F. Langer, The American Orthopsychiatric Association, makes the point that, "there is

a real gap in knowledge of personal problems arising in the field of intergroup relations, of the problems that are brought to clinics and the role of clinics with respect to these problems."

Dr. Elsa E. Robinson, New York University, feels that an important area for future research is "the effects on the individual minority group member of the methods of non-violent resistance, in the face of violent methods employed by members of the majority group."

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